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TENTH

BIENNIAL REPORT

Of the

Superintendent



PUBLIC INSTRUCTION

State of Montana

1908

Independent Publishing Company
Helena, Montana

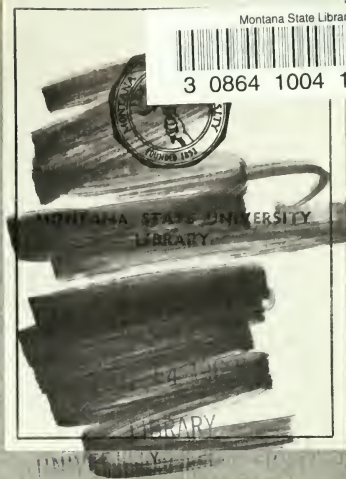
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State of Montana,
Department of Public Instruction.

Helena, Montana, December 1, 1908.

To His Excellency, E. L. Norris, Governor of Montana.

Sir:—I have the honor of submitting to you the tenth biennial report of this department for the biennium ending August 31, 1908.

W. E. Harmon.

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DEPARTMENT OF PUBLIC INSTRUCTION.

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B. T. Hathaway.....Deputy State Superintendent
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State Superintendent's Report.

Helena, Montana, December 1, 1908.

STATISTICAL.

The school census of 1907 shows 73,269 children of school age, of which number 36,895 were boys and 36,374 were girls. The whole number enrolled during the year was 50,516 and the average daily attendance was 34,699. In 1906 the school census was 72,498, the number enrolled 48,744, and the daily attendance was 34,738. It will be seen that the comparison is not encouraging for general education. There is an increase in the census and an increase in the enrollment but a decrease in the average daily attendance. Montana can never achieve for education what she ought to achieve until there is a larger enrollment of census school children and a larger daily attendance. The compulsory school law should be so amended that the two and a half mile limit should not be a subterfuge for allowing children to remain away from school. Furthermore, the boards of trustees should insist on the provisions of the compulsory school law being carried out to the letter. Children of school age should be compelled to attend school until they have completed the elementary school or have attained to the age of sixteen. During the year 39 new school houses were built. Carbon county built 13. The value of school houses and sites is given at \$3,645,343. There were 501 normal graduates and 154 college graduates employed in the schools.

The whole number of teachers employed was 1,787, 222 being men and 1,565 women. The average salary for male teachers was \$85 per month and for female teachers \$57 per month.

There was paid in teachers' wages \$1,033,560, for libraries \$14,371.85, for apparatus \$25,349.24. The expense for all school purposes was \$1,702,425.64.

The census for 1908 shows 77,039 children of school age, 38,830 boys and 38,309 girls. The whole number enrolled was 56,637, and the average daily attendance was 35,422. In 1907 68.6 per cent of the number of census children were in school daily. In

1908, 68.9 per cent of the number of census children attended school daily. It will be noticed that there was a census gain of 3,770 children and that the percentage of attendance compared with the census was slightly increased. It should be remembered that the above figures are for those attending the public schools.

There were enrolled in the several private schools of the state in 1907, 4,375 children and in 1908, 5,291. 69 new school houses were built during the year. Dawson built 8, which was the largest number. The value of all school houses and sites is \$4,137,550. There were 527 normal graduates employed and 197 college graduates. The whole number of teachers employed was 1907, 221 being men and 1,686 women. The average monthly salary paid male teachers was \$99 and for female teachers \$60. Salaries have increased in the last year for male teachers \$14 per month and for females \$3 per month. The whole number of months' school for the entire state for 1907 was 5,519, and for 1908, 5,944. Comparing salaries for the last four years we find that the salary now paid for male teachers per month has increased \$16, for female teachers \$6. The greater increase in salaries and number of months' school has been made possible through action of the legislature in 1907 in doubling the tax levy for general school purposes. The result is encouraging but not satisfactory. There are too many districts that have only three or four months' terms. The legislature should provide that each district must provide a five months' term or lose its apportionment of school money.

The amount paid for teachers' salaries was \$1,132,242.63, for libraries \$18,664.72, for apparatus \$57,505.22. The expense for all school purposes was \$2,178,322.90.

The sentiment of the people is for good schools, as the above statistics show.

RURAL SCHOOLS.

In Montana the rural school problem is extremely difficult to solve. Montana has an area of 146,000 square miles. There are but 916 school districts. In some of these districts the trustees live twenty miles apart and the district covers an area of 400 square miles. Many of the schools are very small, having but ten or twelve children and but five or six in school. It is difficult to find teachers that are willing to teach these schools, although the salary in most cases ranges from \$50 to \$60 per

month with a living expense of \$10 to \$15. The terms for the most part range from three months to five months in length. There is a general sentiment that the rural schools should have longer terms. Better schoolhouses are being built and better equipment is being furnished. There is, however, a lack of comprehension on the part of builders of school houses of the need of having school rooms properly heated, ventilated and lighted. It is impossible for children to do good school work if they have insufficient food. It is just as impossible to do good school work if children are starved for want of good air. There are heating stoves furnished by two or three different companies that are so constructed that they furnish satisfactory heat and ventilation. The old time stove should no longer find a place in any school room. A pupil suffering for the want of pure air and sufficient warmth or from too much heat cannot do efficient school work. It has been estimated that children can do more real effective school work in four months in a room properly heated, lighted and ventilated than in seven months with a room filled with bad air and improperly heated. How essential it is, then, for efficiency and for health that school rooms should be properly constructed. There are now several well built and properly constructed school houses in some of the more progressive counties. Public sentiment generally must be aroused before the rural school children will come into their own.

There will come into this state ere long the study of agriculture. It is now provided in the state as a course of study, but is not compulsory or required. Why should the rural children especially not be interested in a subject that is so closely connected with their very lives? The best rural schools of other states have this subject as a vital constituent of the children's education. Montana must recognize the worth of agricultural training and supply it in its public schools. Rural children should not be educated away from the farm. During the next four years I desire to give much of my time to the solution of the rural problem, in order that there may be greater educational efficiency.

There must be "Co-operation of economic, social and educational forces."

GRADED SCHOOLS.

The graded schools of Montana are doing the best work that has been done in the history of the state.

Commodious and well planned school buildings have been built or are in the process of erection in nearly every town or city in the state. The people demand the best in the way of heating, lighting and ventilating. The equipment consists of the best of sittings, good maps, charts, globes, and supplementary reading material. Very few graded schools are wanting in material to make the work of the teacher effective. The terms of school have been lengthened until nearly every graded school in the state has a full nine months' term. The attendance is the most regular that it has ever been. Pupils realize that to do the most efficient work no time can be lost. Trustees are asking for trained teachers. Teaching is being regarded more as a profession. Not every one that can get a certificate can teach school. When this principle has been generally recognized some of the mistakes that are still being made will be sooner rectified.

STATE COURSE OF STUDY.

The state course of study written in 1905 was based on the text-books then in use in the state. This course did much to unify the work of the schools. The text-book commission in 1907 made several changes in the text-books. These changes made it compulsory to rewrite the course of study. The course was rewritten and much additional matter added. More than three thousand two hundred copies have been supplied to the teachers of the state. The interest in the eighth grade examinations has influenced teachers more than any other agency to make a careful and comprehensive study of the work prescribed in the state course.

All eighth grade questions are based on the state course and pupils who have completed the work as outlined in the course have no difficulty in passing the examinations. There is no one that has given the subject careful attention that does not feel that the work in all the schools of the state is better than it has ever been before.

OUTLINE COURSE OF STUDY.

Grade 1 B.

Reading.—Black Board Work. Use Script. Wheeler's Primer, pages 1-60. Graded Lit., Book 1, pages 1-42. Arnold's Primer, first half.

Spelling.—Words copied from reading lesson.

Writing.—Written work on slate or paper and blackboard.

Language.—Conversational exercises. Short script sentences copied.

Numbers.—Counting and grouping objects. Count to 10. Arrange objects in 2's, 3's, 4's, 5's.

Hygiene.—Elementary lessons in health.

Nature Study.—Observation exercises.

General Lessons.—Morals and Manners. Physical exercises.

Grade 1 A.

Reading.—Wheeler's Primer completed. Graded Lit., Book I, completed. Arnold's Primer completed.

Spelling.—Reading lesson copied. Words from reading lesson spelled orally.

Writing.—Same as 1 B.

Language.—Same as 1 B.

Numbers.—Combination work to 10. Count to 100. Teach combination 2 1's, 2 2's, 2 3's, 2 4's, 2 5's.

Hygiene.—Elementary lessons in health.

Nature Study.—Same as 1 B.

General Lessons.—Morals and Manners. Physical Exercise.

Grade 2 B.

Reading.—Graded Lit., Book 2, pages 1-90. Stepping Stones' First Reader.

Spelling.—Graded Lessons, pages 3-16. Lessons 1-80.

Writing.—Copy Book No. 1, first half.

Language.—Conversational exercises.

Numbers.—Teach combinations to 15. Write numbers to 500.

Geography.—Observational exercises.

Hygiene.—Pure air and breathing.

Nature Study.—Animals, plants, vegetables, fruits, weather.

Morals and Manners.—See Outlines.

Grade 2 A.

Reading.—Graded Lit., Book 2, pages 90-184. Stepping Stones' Second Reader.

Spelling.—Graded Lessons, pages 16-29. Lessons 81-160.
 Writing.—Copy Book No. 1, second half.
 Language.—Short reproduction stories, oral and written.
 Numbers.—Write numbers to 1,000. Teach combinations to

20.

Geography.—Review 2 B work.
 Hygiene.—Drinks; water needed by tissues.
 Nature Study.—Note work in 2 B.
 Morals and Manners.—See Outline.

Grade 3 B.

Reading.—Graded Lit., Book 3, pages 9-112. Stepping Stones' Third Reader, first half.

Spelling.—Graded Lessons, pages 33-49. Lessons 1-80.
 Writing.—Copy Book No. 2, first half.
 Language.—Pencil and Pen, pages 5-64.
 Numbers.—Southworth-Stone, Book I, or Book One, pages

1-58.

Geography.—Review 2 A. Home Geography, 11-116.
 Hygiene.—Discuss framework of body, muscles, exercise, etc.
 Morals and Manners.—See Outline.

Grade 3 A.

Reading.—Graded Lit., Book 3, pages 112-226. Stepping Stones' Third Reader, second half.

Spelling.—Graded Lessons, pages 49-65. Lessons 81-160.
 Writing.—Copy Book No. 2, second half.
 Language.—Pencil and Pen, pages 64-127.
 Numbers.—Southworth-Stone, Book I, or Book One, pages

58-108.

Geography.—Home Geography, 116-236. Develop the idea of a map.

Hygiene.—The brain and nerves.
 Nature Study.—See 3 B.
 Morals and Manners.—See Outline.

Grade 4 B.

Reading.—Graded Lit., Book 4, pages 9-124. Stepping Stones' Fourth Reader, first half.

Spelling.—Graded Lessons, pages 67-87. Lessons 1-80.
 Writing.—Copy Book No. 3, first half.
 Language.—Language Lessons from Literature, pages 1-62.

Numbers.—Southworth-Stone, Book I, or Book One, pages 109-146.

Geography.—First Steps, pages 1-42.

Hygiene.—Food: Milk and eggs most complete food.

Nature Study.—Observational exercises and work of previous grades.

Morals and Manners.—See Outline.

Grade 4 A.

Reading.—Graded Lit., Book 4, pages 124-251. Stepping Stones' Fourth Reader, second half.

Spelling.—Graded Lessons, pages 87-107. Lessons 81-160.

Writing.—Copy Book No. 3, second half.

Language.—Language Lessons from Literature, pages 62-135.

Numbers.—Southworth-Stone, Book I, or Book One, pages 146-184.

Geography.—First Steps, pages 42-85.

Hygiene.—Excretion. Skin protection. Cause of corns.

Nature Study.—Review and enlarge on work of previous grades.

Morals and Manners.—Familiar talks.

Grade 5 B.

Reading.—Graded Lit., Book 5, pages 9-129. Stepping Stones' Fifth Reader, first half.

Spelling.—Graded Lessons, pages 109-129. Lessons 1-80.

Writing.—Copy Book No. 4, first half.

Language.—Language Lessons from Literature, pages 139-201.

Arithmetic.—Southworth-Stone, Book II, pages 1-59, or Book One, pages 185-243.

Geography.—First Steps, pages 85-127. Review.

History.—Fifty Famous Stories Retold.—Baldwin. Three lessons a week.

Physiology.—Good Health, pages 1-90. Two lessons a week.

Agriculture.—See Course. One lesson a week in place of reading.

Morals and Manners.—See Outline.

Grade 5 A.

Reading.—Graded Lit., Book 5, pages 129-251. Stepping Stones' Fifth Reader, second half.

Spelling.—Graded Lessons, pages 129-148. Lessons 81-160.

Writing.—Copy Book No. 4, second half.

Language.—Language Lessons from Literature, pages 202-263.

Arithmetic.—Southworth-Stone, Book II, pages 59-118, or Book One, pages 243-302.

Geography.—First Steps, pages 127-170. Special Study of Montana.

History.—American Hero Stories.—Tappan. Three lessons a week.

Physiology.—Good Health, pages 90-170. Two lessons a week.

Agriculture.—See Course. One lesson a week in place of reading.

Morals and Manners.—See Outline.

Grade 6 B.

Reading.—Graded Lit., Book 6, pages 9-129. Stepping Stones' Sixth Reader, first half.

Spelling.—Graded Lessons, pages 151-171. Lessons 1-80.

Writing.—Copy Book No. 5, first half.

Language.—Language Lessons from Literature, pages 267-325.

Arithmetic.—Southworth-Stone, Book II, pages 119-172, or Book Two, pages 1-54.

Geography.—Montana Higher, pages 1a-60.

History.—American Leaders and Heroes, pages 1-103. Three lessons a week.

Health Lessons.

Agriculture.—See Course. One lesson a week.

Morals and Manners.—See Outline.

Grade 6 A.

Reading.—Graded Lit., Book 6, pages 129-246. Stepping Stones' Sixth Reader, second half.

Spelling.—Graded Lessons, pages 171-190. Lessons 81-160.

Writing.—Copy Book No. 5, second half.

Language.—Language Lessons from Literature, pages 325-387.

Arithmetic.—Southworth-Stone, Book II, pages 172-234, or Book Two, pages 54-117.

Geography.—Montana Higher, pages 60-92, and Special Montana. From twelve to fifteen lessons should be given to Montana.

History.—American Leaders and Heroes, pages 103-211. Three lessons a week.

Health Lessons.

Agriculture.—See Course. One lesson a week.

Morals and Manners.—See Outline.

Grade 7 B.

Reading.—Literary Readings, pages 1-121.

Spelling.—Graded Lessons, pages 193-209. Lessons 1-80.

Writing.—Copy Book No. 6, first half.

Grammar.—Modern English, pages 1-89.

Arithmetic.—Southworth-Stone, Book III, pages 1-70, or Book Two, pages 117-187.

Geography.—Montana Higher, pages 92-133.

History.—American Leaders and Heroes, pages 211-326.

Three lessons a week.

Health Lessons.

Agriculture.—See Course. One lesson a week.

Morals and Manners.—See Outline.

Grade 7 A.

Reading.—Literary Readings, pages 121-241.

Spelling.—Graded Lessons, pages 209-224. Lessons 81-160.

Writing.—Copy Book No. 6, second half.

Grammar.—Modern English, pages 89-172.

Arithmetic.—Southworth-Stone, Book III, pages 70-146, or Book Two, pages 187-262.

Geography.—Montana Higher, pages 133-161, and general review.

History.—Gordy's United States, pages 1-125.

Health Lessons.

Agriculture. See Course. One lesson a week.

Morals and Manners.—See Outline.

Grade 8 B.

Reading.—Literary Readings, pages 241-370.

Spelling.—Graded Lessons, pages 227-242. Lessons 1-80.

Writing.—Exercises.

Grammar.—Modern English, pages 172-250.

Arithmetic.—Southworth-Stone, Book III, pages 146-206, or Book Two, pages 262-322.

History.—Gordy's United States, pages 125-297.

Physiology.—New Century Elementary, complete. Five lessons a week.

Agriculture.—See Course. One lesson a week.

Grade 8 A.

Literature.—Literary Readings, pages 370-434. Reviews.

Spelling.—Graded Lessons, pages 242-263. Lessons 81-160.

Grammar.—Modern English, pages 250-313. Reviews.

Arithmetic.—Southworth-Stone, Book III, pages 206-279, or Book Two, pages 322-395.

History.—Gordy's United States, pages 297-433.

Civics.—Swain's Civics for Montana Students, State and Federal. Five lessons a week.

Agriculture.—See Course. One lesson a week.

PROGRAM FOR SCHOOL OF FOUR GRADES.

Recitations	Time	STUDY			
		Second Grade	Third Grade	Fourth Grade	Fifth Grade
Opening Ex.	9:00-10				
Reading, 5th gr.	9:10-15	Reading	Reading	Reading	
Reading, 2d gr.	9:25-15		Reading	Reading	Arithmetic
Reading, 3d gr.	9:40-15	Written Wk.		Reading	Arithmetic
Reading, 4th gr.	9:55-15	Written Wk.	Written Wk.		Arithmetic
Arithmetic, 5th gr.	10:15-20	Hand Wk.	Written Wk.	Written Wk.	
Recess	10:30-15				
Arithmetic, 2d gr.	10:45-10		Arithmetic	Arithmetic	Geography
Arithmetic, 3d gr.	10:55-15	Arithmetic		Arithmetic	Geography
Arithmetic, 4th gr.	11:10-20	Reading	Arithmetic		Language
Geography, 5th gr.	11:30-15	Hand Wk.	Arithmetic	Arithmetic	
Music	11:45-15				
Noon	12:00-60				
Reading, 2d gr.	1:00-10		Language	Language	Language
Language, 5th gr.	1:10-15	Language	Language	Language	
Lang. 3d & 4th gr.	1:25-15	Language			Spelling
Spelling, 5th gr.	1:40-10	Language	Reading	Geography	
Writing	1:50-15				
Gen. Les., 2d gr.	2:05-10		Reading	Geography	History
Reading, 3d gr.	2:15-15	Spelling		Geography	History
Recess	2:30-20				
Geography, 4th gr.	2:50-15	Spelling			History
History, 5th gr.	3:05-15	Spelling	Spelling	Spelling	
Spelling, 2 & 3 gr.	3:20-10		Spelling	Spelling	Reading
Spelling, 4th gr.	3:30-10	Hand Wk.	Written Wk.		Reading
Gen. Les., 2 & 4 gr.	3:40-15	Hand Wk.			Spelling

THE DAILY PROGRAM FOR TWO CLASSES.

Period	Length	8 "A" Class	8 "B" Class
9:00- 9:10	10	Opening	Opening
9:10- 9:20	10	R. Spelling (H. P.)	R. Spelling (H. P.)
9:20- 9:50	30	R. Arithmetic (H. P.)	S. Arithmetic
9:50-10:20	30	S. Grammar	R. Arithmetic
10:20-10:30	10	Writing	Writing
10:30-10:45	15	Recess	Recess
10:45-11:15	30	R. Grammar	S. Grammar
11:15-11:40	25	A. Physiology or Civics	R. Grammar
11:40-12:00	20	Drawing or nature study or agriculture	Drawing or nature study or agriculture
1:15- 1:45	30	S. History	R. History (H. P.)
1:45- 2:15	30	R. History	S. Physiology or Civics
2:15- 2:30	15	Music	Music
2:30- 2:45	15	Recess	Recess
2:45- 3:10	25	R. Physiology or Civics	S. Literature
3:10- 3:35	25	S. Literature	R. Physiology or Civics
3:35- 4:00	25	R. Literature	R. Literature

H. P. Indicates Home Preparation; R. Recitation, and S. Study.

This Program is taken from "Classroom Management" by William Chandler Bagley, Macmillan Company, Chicago, Illinois.

EXAMINATION QUESTIONS, EIGHTH GRADE.

GRAMMAR.

Any ten including VIII. and XI.

I. Name and define the parts of speech.

II. Write a complex sentence with an adjective clause modifying the object.

III. Decline lady; me.

IV. Write the plural of (a) father-in-law, (b) Roman, (c) Mr. Gray, (d) h, (e) parenthesis.

V. Define and give sentences to exemplify each.

VI. Give conjugation of the verb teach in the indicative passive.

VIII. In the following sentences classify the clauses as noun, adjective, or adverbial, tell their uses and the office of the connective: (a) We know that he is right. (b) When the war had ended, Washington resigned his commission. (c) He turned his eyes to the couch where the soldier lay. (d) As he was a coward he turned back: (e) That he is wrong is evident.

IX. Give mode, tense, and voice of the following:

He had already finished the work.

Who can work this problem?

Mr. A's home was destroyed by fire.

Though he slay me, yet will I trust him.

X. Strike ere it be too late.

XI. Analyze or diagram:

I was grieved when I heard how he had obtained the reputation that he bore among his neighbors.

XII. Write a letter to Mr. J. H. Raymond, Sycamore, Ill., making an application for position of bookkeeper in his store.

ARITHMETIC.

Any ten.

I. Write decimally (a) one hundred and one hundred thousandths.

Write in words: .0125600.

II. A person after having spent one-fourth of his money, spent one-half of the remainder in buying 48,000 pounds of rice at 6 1-4c per pound. How much money had he at first?

III. If it costs \$75 to dig a cellar 25 feet long, 20 feet wide and 6 feet deep, how much will it cost to dig a cellar 30 feet long, 18 feet wide and 5 1-2 feet deep?

IV. Reduce 1-8, 1-4, 1-2, 1-5, 3-8, 1-16 to decimals and add the results.

V. If A can do a piece of work in 5 days and B can do the work in 8 days, how long will it take them to do the work when working together?

VI. Find the cost of carpeting a room 20 by 17 with carpet 3-4 of a yard wide, the strips to run lengthwise, at \$1.75 per yard.

VII. A bill of goods amounting to \$8,000 was bought for cash at 20 and 10 off. The goods were sold for \$7,000. Find the rate of gain.

VIII. How much must be invested in 3 1-2 per cent bonds at 3 per cent discount, brokerage 1-2 per cent, to obtain an income of \$700?

IX. A field 80 rods by 40 rods has a path running diagonally across it. Find its length.

X. Find area of a circular field whose diameter is 40 rods.

XI. A person sold a lot for \$850, losing 15 per cent. What must be the selling price to gain 15 per cent?

XII. A note of \$400 dated Jan. 5, '01, and due in 60 days, was discounted Feb. 4, '01, at 6 per cent. Find the discount.

HISTORY.

Any ten.

I. Discuss European trade with Asia in the 15th century: (a) cities affected, (b) character of traffic, (c) danger to those carrying on the traffic, (d) fall of Constantinople, (e) need of another route.

II. Give a short account of Spanish explorations and reasons for their failure.

III. Name three French explorers and give results of their explorations.

IV. Name the thirteen English colonies.

V. Give briefly the religious characteristics of the Pilgrims, Puritans, Separatists.

VI. Give cause of the Revolutionary War. The result.

VII. What was the Missouri compromise?

VIII. Give causes of the Mexican war. Who had command of the American troops in this war? Give result of the war.

IX. Give the compromise of 1850.

X. Describe the battle of the Merrimac and the Monitor.

XI. Name the presidents in order.

XII. What caused the Spanish-American war? Give results.

GEOGRAPHY.

Any ten.

I. Draw a map of Montana, showing outlines, mountains, two rivers, six cities, longitude and latitude. Mark in miles length and breadth.

II. Bound Montana, locate its educational and penal institutions.

III. Name the political divisions of North America.

IV. Name and locate the plains of South America. With what is each covered?

V. Name the provinces of Canada that touch the United States.

VI. Through what waters would a boat pass from Chicago to New York by the nearest route?

VII. Name five important seaports of the United States and state for what each is noted.

VIII. Name the European countries that border on the Mediterranean sea. Give products of these countries.

IX. Name and locate two cities of each: France, Germany, Italy, Holland.

X. Describe the surface of Asia.

XI. Locate (a) Melbourne, (b) the Po, (c) St. Petersburg, (d) Stockholm, (e) Manitoba, (f) Rio Janiero, (g) Alexandria, (h) Sitka, (i) Suez canal, (j) Havana.

XII. Where are the following to be found in the United States: Cotton, tobacco, corn, turpentine, sugar?

CIVICS.

Answer ten.

I. Give the departments of government and the function of each.

II. Name five powers of congress.

III. How is a state senator elected? How a United States senator?

IV. How many counties has Montana?

V. Name five county offices.

VI. What officer presides over the state senate? Over the United States senate?

VII. Give the duties of two county officers.

VIII. Give two methods by which a bill may become a law.

IX. What is the county board of examiners? What are primaries? What is a convention?

X. What is a constitution? A law?

XI. Name five state officers. Give duty of two.

XII. Name the divisions of the president's cabinet.

SPELLING.

Ninety credits.

speech	getting	antecedent
grammar	concentrating	relative
troubles	naval	proceeding
sugar	negroes	desperate
singular	disappoint	ignorance
adjective	meagre	juvenile
vertical	civil	vaccinate
embarrass	service	surcingle
grieve	zephyr	gasoline
until	pneumonia	nuisance
bureau	vigorous	trachea
saucer	defence	victuals
apportion	ecstasy	mosquitoes
recommend	criticise	paralyze
judgment	autumn	inveigle
pianos	cautious	mustache
flies	battery	pedestal
honor	forty-five	sirloin
surveyor	unpopular	troupe
enable	supersede	physician

II. Mark diacritically (ten credits):

evade	almost	furnace
firkin	farmer	machine
grassy	morsel	America.
peaceful		

READING.

(Fifty credits are based on oral reading.)

Ten credits—

I. Who wrote:

- (a) Annabel Lee
- (b) Legend of Sleepy Hollow
- (c) Great Stone Face
- (d) Gettysburg Address.
- (e) Chambered Nautilus.
- (f) Miles Standish
- (g) Vision of Sir Launfal
- (h) Poor Richard's Sayings
- (i) Recessional
- (j) Sella?

Ten credits—

II. Give a short biography of Lincoln.

Twenty Credits—

III. Give a short description of the first five in one.

Twenty credits—

IV. Give a short description of any of the last five in one.

PHYSIOLOGY.

Any ten.

I. What things are necessary for a seed to germinate?

II. What is hygiene? physiology? anatomy?

III. What is a cell? What does it do? What is its shape?

IV. What is the controlling power of the body? What is a voluntary action? What is a habit?

V. What are narcotics? Name two. Give their effect on the heart.

VI. Why do we need food?

VII. Name two good foods and state why good.

VIII. Name the parts of the alimentary canal, beginning with the mouth.

IX. Is alcohol a food? Explain your answer.

X. Name three nourishing drinks. Two refreshing drinks.

XI. Where is the blood purified? How is it purified?

XII. Give effect of alcohol on the muscles. On the brain.

XIII. Give reasons for frequent bathing; loose clothing; erect position.

XIV. Give need for good ventilation; well cooked, simple food; abstinence from the use of tobacco, alcohol and opium.

State of Montana.

Rules for 8th Grade examination authorized by the State Board of Education.

I.

The examination must be held on two successive days to be designated by the Superintendent of Public Instruction.

II.

Examination questions will be furnished to each candidate. Questions must not be changed by the examiner. The examination will begin promptly at 9 o'clock.

III.

The order in which the different subjects are to be written is as follows:

1st Day.

A. M.

Arithmetic 120 minutes.

Spelling 30 minutes.

P. M.

Grammar 90 minutes.

Reading and Literature 90 minutes.

2nd Day.

History 90 minutes.

Civics 70 minutes.

Physiology 75 minutes.

Geography 75 minutes.

The grade in penmanship will be etken from the manuscript in history. The time for each branch should be followed approximately.

IV

The minimum per cent required in any one branch is 65 and the total number of credits is 675, provided that when geography and physiology are taken at a different time than the remainder of the examination a grade of 70 per cent will be required in these two branches.

V.

The examination in geography and physiology may be taken at any regular examination before the completion of the 8th grade work. The grades will be preserved by the county superintendent until the remainder of the examination has been taken.

VI.

All papers will be graded by the examining board and the papers kept on file in the office of the county superintendent for one year. Each paper should have the judgment of at least two members of the Board.

VII.

The examining board can hold the examination at one, two, or three places in the county. Each place must be in charge of one of the examiners.

The examiner will exact the strictest integrity in the examination. Unless extremely necessary the candidate should not leave the room when writing any subject. Any evidence of dishonesty on the part of any candidate will justify the exam-

iners in rejecting the candidate's papers from consideration.

Only pupils that have covered the eighth grade work of the State Course of Study in a fairly satisfactory manner are eligible to write on the examination. A list of such pupils with the teachers' records of their semester's work in all subjects should be filed with the examining board by superintendent or teacher to aid the board in its decision in the work of passing pupils.

The examiners shall not open the envelopes containing the questions until the day of examination and then in the presence of the candidates.

XI.

When more than one place is designated for holding the examination, the county superintendent will notify the state superintendent, specifying the places for holding the examination and the name of the examiner or examiners. The questions will then be sent by the State Superintendent to the party or parties named.

Pupils failing in only two branches at any examination may take the examination following in the same county and be excused from writing on all branches in which they have a grade of 80 or above.

Very truly yours,

W. E. HARMON,
Supt. Public Instruction.

High Schools.

There is a gradual strengthening of the high school work in the state. Pupils that are now entering the high schools are better prepared than formerly as every graded system is strengthening the work.

Pupils are better students, have a better grasp on fundamental principles, are more accurate and painstaking, express themselves in more correct English. The state high school course of study has been lengthened to four years. It provides for four classifications of school work: Classical, Scientific, English, and Commercial.

It is the intention of the state board of education by whom the course was prepared to prescribe a course that would give

ample preparation for admission to any of the higher institutions of learning of the state without other or further examination.

The course calls for laboratory and library reference work and the accredited work of an analytical character.

Boards of school trustees are coming to realize more and more that good schools cannot be maintained unless there are good teachers. College and Normal school graduates are employed almost without exception in all the high schools. The appended tables will be of interest. It will be noted that the Montana school law authorizes two classes of high schools--the district high school, and the free county high school.

ACCREDITED HIGH SCHOOLS. STATISTICS OF COUNTY FREE HIGH SCHOOLS.

COUNTY.	Year of Organization.	Name of Principal.	Salary of Principal.	No. Male Assistants.	No. Female Assistants.	Average Salary Male Assistants.	Average Salary Female Assistants.	No. of Assistants Normal Graduates.	No. of Assistants College Graduates.	Enrollment Dec. 1, 1908.	Average Daily Attendance.	No. Daily Recitations of Each Teacher.	No. Minutes for Each Recitation.	No. Volumes in Library.	Value of Laboratory Equipment.	Annual Cost of Maintenance.	Rate of Taxation in Mills.
1 Beaverhead	1900	L. R. Foote	\$2,000.00	2	4	\$1,200.00	\$ 911.25	5	5	82	81	5	40	1,436	\$2,000.00	\$.....	15%
2 Broadwater	1902	L. M. Kay	1,600.00	1	4	1,000.00	810.00	3	1	47	45	6	45	1,137	1,200.00	.....	2 1/2%
3 Carbon	1905	J. D. Falls	1,850.00	2	2	.....	810.00	3	.....	51	50	5	45	225	250.00	.....	1
4 Custer	1902	R. H. Daniels	2,000.00	1	3	900.00	900.00	3	1	92	88	6	45	360	1,000.00	7,020.00	1 1/2%
5 Dawson	1906	R. L. Hunt	2,000.00	1	3	1,000.00	900.00	3	1	50	49	5	40	807	650.00	7,000.00	4
6 Fergus	1898	P. M. Silloway	2,000.00	1	5	1,100.00	1,100.00	4	2	90	85	5	45	650	2,000.00	14,000.00	1 1/2%
7 Flathead	1900	G. A. Ketcham	2,000.00	3	5	823.33	1,000.00	8	2	180	177	6	43	1,000	2,500.00	12,000.00	1 1/2%
8 Gallatin	1897	E. J. Parkin	1,800.00	2	7	900.00	855.00	8	1	143	136	6	40	670	1,425.00	13,400.00	1 1/4%
9 Granite	1905	G. T. Bramble	1,600.00	1	3	900.00	900.00	2	1	37	78	5	45	1,150	1,300.00	4,000.00	2 1/2%
10 Jefferson	1900	B. E. Toan	1,800.00	2	2	.....	1,000.00	1	1	81	30	6	45	400	400.00	4,500.00	1
11 Missoula	1907	J. F. Thomas	1,800.00	2	5	1,080.00	1,080.00	7	.....	148	178	5	45	250	1,000.00	12,581.00	1 1/4%
12 Park	1906	L. F. Terwilliger	2,000.00	3	3	1,150.00	966.66	5	.....	116	111	5	40	1,500	1,000.00	16,000.00	2 1/2%
13 Powell	1903	C. W. Street	1,500.00	1	2	1,000.00	1,000.00	3	.....	33	29	5	40	225	450.00	6,000.00	2
14 Sweet Grass	1902	W. C. Ryan	2,000.00	1	2	1,200.00	900.00	2	1	58	53	6	40	500	700.00	.....	1
15 Teton	1901	W. Jones	1,600.00	1	1	1,000.00	1,350.00	2	.....	32	31	6	40	325	.....	7,000.00	1 1-10

STATISTICS RELATING TO DISTRICT ACCREDITED HIGH SCHOOLS.

District.	1889	A. P. Hickson	2,000.00	5	5	1,035.00	1,035.00	10	3	160	149	5	40	1,600	4,300.00	13,500.00	.....
1 Anaconda	1895	G. E. Snell	1,600.00	4	6	1,100.00	900.00	6	2	148	130	5	45	650	1,100.00	15,000.00	13
2 Billings .....	.....	G. F. Downer	2,500.00	14	18	1,233.00	1,211.00	23	2	638	578	6	40	3,556	6,500.00	.....	.....
3 Butte	1903	J. H. Doyle	1,250.00	.....	3	.....	765.00	2	.....	18	18	6	45	600	300.00	5,742.00	11
4 Columbus	1907	G. A. Willman	1,400.00	.....	3	.....	810.00	1	1	51	50	5	45	700	1,800.00	4,800.00	11
5 Chinook	1900	S. C. See	1,100.00	1	1	.....	720.00	1	.....	34	33	6	40	700	500.00	.....	.....
6 Fort Benton	1901	J. W. Lanning	1,500.00	1	3	.....	810.00	2	1	28	26	6	40	660	700.00	4,000.00	.....
7 Great Falls	1892	P. C. Emmons	1,800.00	3	8	902.00	950.00	9	2	328	308	5	42	833	1,500.00	20,000.00	10
8 Hamilton .....	.....	C. C. Williamson .....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
9 Helena	1876	A. J. Roberts	2,100.00	7	9	1,230.00	1,020.00	12	8	270	267	6	45	2,000	3,500.00	25,000.00	.....
10 Virginia City .....	.....	F. A. McKenna	1,200.00	.....	2	.....	75.00	1	1	18	17	6	45	450	175.00	2,700.00	7

COURSE OF STUDY FOR ACCREDITED HIGH SCHOOLS.

FIRST YEAR—FIRST SEMESTER.

Classical Course	Scientific Course	English Course	Commercial Course
Latin— First Lessons. Latin Grammar. Algebra. History— Eastern Nations and Greece. English— Composition and Rhetoric. American Authors. Drawing— Twice a week.	Latin— First Lessons. Latin Grammar. Algebra. Physiography, or History— Eastern Nations and Greece. English— Composition and Rhetoric. American Authors. Drawing— Twice a week.	Word Study and Grammar, or Latin. Algebra. Physiography, or History— Eastern Nations and Greece. English— Composition and Rhetoric. American Authors. Drawing— Twice a week.	Word Study and Grammar, or Latin. Algebra. Physiography, or History— Eastern Nations and Greece. English— Composition and Rhetoric. American Authors. Drawing— Twice a week.

FIRST YEAR—SECOND SEMESTER.

Classical Course	Scientific Course	English Course	Commercial Course
Latin— First Lessons. Latin Grammar. Algebra. English— Composition and Rhetoric. American Classics. History— Roman. Drawing— Twice a week.	Latin— First Lessons. Latin Grammar. Algebra. English— Composition and Rhetoric. American Classics. Physiology, or Roman History. Drawing— Twice a week.	Word Study and Grammar, or Latin. Algebra. English— Composition and Rhetoric. American Classics. Physiology, or Roman History. Drawing— Twice a week.	Word Study and Grammar, or Latin. Algebra. English— Composition and Rhetoric. American Classics. Physiology, or Roman History. Drawing— Twice a week.

COURSE OF STUDY FOR ACCREDITED HIGH SCHOOLS.

SECOND YEAR—FIRST SEMESTER

Classical Course	Scientific Course	English Course	Commercial Course
Latin— Caesar. Algebra. English— Composition and Rhetoric. American and English Au- thors. History— Mediaeval. Drawing— Twice a week. ⁴	Latin— Caesar. Algebra. English— Composition and Rhetoric. American and English Au- thors. Botany, Mediaeval History, French or German. Drawing— Twice a week.	Latin, or Botany. Algebra. English— Composition and Rhetoric. American and English Au- thors. History— Mediaeval. Drawing— Twice a week.	Commercial Arithmetic. Commercial Geography. English— Composition and Rhetoric. American and English Au- thors. History— Mediaeval. Drawing— Twice a week.

SECOND YEAR—SECOND SEMESTER

Classical Course	Scientific Course	English Course	Commercial Course
Latin— Caesar. Plane Geometry. English— Composition and Rhetoric. American and English Au- thors. History— Modern. Drawing— Twice a week.	Latin— Caesar. Plane Geometry. English— Composition and Rhetoric. American and English Au- thors. Botany, Modern History, French, or German. Drawing— Twice a week.	Latin, or Botany. Plane Geometry. English— Composition and Rhetoric. American and English Au- thors. History— Modern. Drawing— Twice a week.	Commercial Arithmetic. Plane Geometry. English— Composition and Rhetoric. American and English Au- thors. History— Modern. Drawing— Twice a week.

COURSE OF STUDY FOR ACCREDITED HIGH SCHOOLS.

THIRD YEAR—FIRST SEMESTER.

Classical Course	Scientific Course	English Course	Commercial Course
Latin— Cicero. Plane Geometry. English— Composition and Rhetoric. American and English Authors. English History, or French, or German.	Chemistry, or French, or German. Plane Geometry. English— Composition and Rhetoric. American and English Authors. English History, or French, or German.	Chemistry. Plane Geometry. English— Composition and Rhetoric. American and English Authors. Latin. French. German. English History. (Select two.)	Bookkeeping. Plane Geometry. English— Composition and Rhetoric. American and English Authors. Stenography and Typewriting.

THIRD YEAR—SECOND SEMESTER

Classical Course	Scientific Course	English Course	Commercial Course
Latin— Cicero. Solid Geometry. English— Composition and Rhetoric. American and English Authors. English History, or French, or German.	Chemistry, or French, or German. Solid Geometry. English— Composition and Rhetoric. American and English Authors. English History, or French, or German.	Chemistry. Solid Geometry, or Economics. English— Composition and Rhetoric. American and English Authors. Latin. French. German. English History. (Select two.)	Economics. Bookkeeping. English— Composition and Rhetoric. American and English Authors. Stenography and Typewriting.

COURSE OF STUDY FOR ACCREDITED HIGH SCHOOLS.

FOURTH YEAR—FIRST SEMESTER.

Classical Course	Scientific Course	English Course	Commercial Course
Latin— Vergil. Physics. English— History of English Literature, American History and Civics, or French, or German.	Trigonometry. Physics. English— History of English Literature, American History and Civics, or French, or German.	French. German. Latin. Trigonometry. Physics. English— History of English Literature, American History and Civics.	Correspondence. Bookkeeping. American History and Civics. Stenography and Typewriting.

FOURTH YEAR—SECOND SEMESTER

Classical Course	Scientific Course	English Course	Commercial Course
Latin— Vergil. English— Masterpieces with applications of principles of English Grammar. American History and Civics, or French, or German. Physics.	Physics. English— Masterpieces with applications of principles of English Grammar. American History and Civics, or French, or German. Review— Mathematics.	Physics. English— Masterpieces with applications of principles of English Grammar. American History and Civics. Commercial Law. Mathematics. French. German. Latin. (Select two.)	Commercial Law. Bookkeeping. American History and Civics. Stenography and Typewriting.

Students desiring to take Chemistry and French or German must take first and second year History.

TEACHERS' CERTIFICATES.

As the law now stands there are four grades of county certificates; the third grade valid for one year and requires examination in the following branches: theory and art of teaching, reading, writing, spelling, arithmetic, grammar, geography, history, and physiology; the second grade valid for two years, and requires in addition to the subjects for a third grade certificate, physical geography and civics; the first grade valid for three years and requires in addition to the subjects for a second grade, American literature and elementary algebra; the professional grade certificate valid for four years requires in addition to the subjects for a first grade certificate physics and geometry. No experience is required to obtain a second or third grade certificate. To obtain a professional or a first grade certificate requires twelve months' successful experience in teaching. The first and professional grades of certificates are renewable without examination. The state course of study requires civics as one subject for the eighth grade and pupils must pass examination in civics before receiving an eighth grade certificate. As many teachers in the country schools are teaching on third grade certificates and have the subject of civics to teach it is evident they should pass an examination in civics to obtain a certificate.

The third grade certificate should not be authorized any longer. The educational system of Montana has passed that stage in its educational development.

The professional certificate should also be true to name and should require as two of its branches the professional subjects, elementary psychology and school management. These two subjects are now required in all normal schools in all courses. As schools of three departments require that the principal should hold a professional certificate or be a graduate of a reputable college, university, or normal school, it is plain that if he bases his qualifications on a professional certificate such certificate should certify to some professional knowledge on the part of the holder. A bill incorporating the above principles will be submitted to the legislature at its next session.

EXAMINATION RULES.

I.

Before commencing the examination all applicants must register their names in a book kept by the county superintendent, giving their address, age, numbers of years' experience as a teacher, and the names and addresses of three reputable persons who certify that the applicant is a person of good moral character.

The registry must also show where the candidate last taught. The legal fee of one dollar must always be paid before the examination is begun. This fee is not to be returned to the candidate in case of failure to receive a certificate.

II.

Before any certificate can be issued the evidence of good moral character, as required by rule one, must be furnished or you must be fully satisfied that the candidate is a person of such character.

III.

The minimum per cent required to pass in any one branch is 70, and the general average of all the subjects written upon must be not less than 80.

IV.

The examination can be held only at the time provided by law. If for any cause you are unable to conduct it you must depute some thoroughly competent and reliable person to hold it for you.

V.

Candidates for third grade certificates should complete the examination on Friday; all others should take it on Saturday. For good and sufficient reasons you may make such exceptions to this rule as justice seems to demand.

VI.

A third grade certificate cannot be issued more than twice to the same person. You will therefore, be careful not to err in this regard.

See Section 1912, page 82, of school law.

No professional nor first grade certificate shall be issued to any person who has not taught successfully twelve months. The county board of educational examiners must be furnished satis-

factory evidence of twelve months of successful teaching, not necessarily in Montana, before such certificate can be issued.

These latter certificates, professional and first grade, are valid throughout the State, upon endorsement by the county superintendent. No fee is to be charged for the endorsement of these certificates during the life of said certificate.

VII.

Transferring Grades.

No grades, whatsoever, of a certificate not issued in Montana can be transferred.

In no case can any grade be transferred unless the applicant is the holder of an unexpired Montana certificate. If the certificate has expired the applicant must be examined in all the branches.

Grades of not less than 80 per cent. may be carried or transferred provided that the certificate is in full force and effect, and provided, also, that the applicant has taught one year or more in the State. In no other cases can grades be transferred.

VIII.

Permits cannot be issued to any candidate who has failed in the examination, nor to one who might have taken it and neglected or refused to do so.

IX.

Examinations cannot be taken piecemeal, that is, a part of the branches written on at one examination and a part at another. The examination must be completed at one time.

X.

Candidates intending to teach in any county can take the examination at the county seat nearest them. In such cases the county superintendent will collect the examination fee and send it, together, with the candidate's papers, to the superintendent of the county where the applicant intends to teach.

The papers will be marked by the county board of educational examiners of the county where the applicant intends to teach.

XI.

PRIVATE EXAMINATIONS.

Private Examinations.

Section 1912, page 82-83, of the school law, provides, "that if attendance upon the aforesaid examination of teachers at the

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county seat shall work a **great hardship** to one or more teachers in the county, the county superintendent, upon application to the State Superintendent, may provide for such teacher or teachers to take the examination at some convenient place, and the county superintendent may appoint some suitable person to conduct such examination under the rules and regulations prescribed by the State Superintendent of Public Instruction."

To entitle any applicant to this favor it must be satisfactorily shown that a **great hardship** would be imposed upon the teacher by attending the examination at the county seat.

Private examinations are not to be encouraged.

XII.

Application for private examinations must be made at least twenty days before the time of the examination. The applicant must fully show that he comes clearly within the provisions of Section 1912.

He must give the name of some competent person who is willing to conduct the examination, but the county superintendent is under no obligation to select the party named.

Such applications are made to the county superintendent, who will apprise the State Superintendent of them and obtain his decision thereon. In all cases where permission is given to hold private examinations you will, at least ten days before the examination, notify this office of the name and address of the examiner.

XIII.

The person appointed will receive the questions from the State Superintendent in a sealed package, which sealed package will not be broken until the examination begins.

XIV

No other person, except the candidates and the examiner will be allowed in the room during the time the examination is being held, and the examiner must be present all of the time that the candidates are engaged in writing on the questions.

XV.

At no time during the examination must the candidate be allowed to take any of the questions or examination papers from the room or have any books in the room. In no case will the examiner, nor any person, be allowed to aid or assist the candidate in any manner whatever.

XVI

As soon as the examination is completed the examiner will place the papers in a large envelope and send them to the county superintendent for examination.

XVII.

Before the County examining board examines the papers or issues a certificate they must receive the examination fee, and also, be furnished the data required by Rule I.

The candidate must send with the papers an affidavit of the examiner and of himself showing that the examination has been fairly and honestly conducted, and in full compliance with these rules. Unless such affidavit is furnished, the county board of educational examiners will not grade the papers.

XVIII

The examination shall be held at the time of the regular examination, and in no event must it continue longer than two days allowed by law.

XIX

All expenses of conducting the private examination must be paid by the candidate before the examination is held.

XX.

A failure to fully comply with these rules forfeits the privilege of a private examination.

XXI.

In every case a copy of these rules relating to private examinations shall be furnished the examiner and the applicant.

QUESTIONS FOR COUNTY TEACHERS' EXAMINATION.

Theory and Art.

(Any Ten.)

I. °

Give a short account of the principles of Pestalozzi.

II.

What advantage may be derived from acquaintance with patrons?

III.

In what grades do you consider there should be written tests, in what subjects, and how often?

IV.

In what grades should drill work be emphasized?

V.

Give your method for conducting a spelling lesson.

VI.

Do you believe in home work for any grade? Discuss briefly.

VII.

State clearly five important points in the management of a school.

VIII.

Name four characteristics of a good recitation.

IX.

Give your method of assigning an arithmetic lesson in the third grade. Should the assignment be different in the eighth grade?

X.

Is there anything wrong in the theory—Never do for a child what he can do for himself? Discuss.

XI.

What harm comes from promoting pupils that are not well prepared?

XII.

Give the vowel sounds that should be taught in the first grade.

Reading.

I.

Name one selection from each of the following authors: Longfellow, Burns, Tennyson, Whittier, Bryant.

II.

Give a quotation from Whittier, from Longfellow.

III.

What constitutes good reading?

IV.

Give advantages of concert reading. Give disadvantages.

V.

Write briefly the story of Enoch Arden.

VI.

Write briefly any other story from a standard author.

VII.

Name five selections that pupils ought to have memorized before leaving the elementary grades.

VII.

State clearly what you regard as valuable and what injurious in learning definitions.

IX. and X.

Write a stanza or paragraph you recall and underline the emphatic words.

Spelling.

I.

Twenty credits will be taken from examinee's general papers.

II. (50 cr.)

business	mustache	orator
until	troupe	tonsils
appointed	scythe	delicious
bicycle	hypocrite	color
appreciate	intercede	mosquitoes
preparation	phlegm	squalor
sphere	chamois	complicated
seminary	bureau	pedestal
striking	control	heifer
navigable	enroll	maintenance
infinite	ghastly	physique
label	prison	synonym
maize	vitiate	frontiers
division	vital	magician
autumn	terrific	cholera
incessant	sufficient	niece
sustenance	primitive	

III. (10 cr.)

Write five sets of homonyms and write a sentence to illustrate the correct use of each.

IV. (10 cr.)

Illustrate all the different sounds of "a."

V. (10 cr.)

Mark diacritically on basis of twenty-five marks: superintendent, symmetrical, manuscript, ravage, romance.

Arithmetic.

I.

A can do a piece of work in $\frac{2}{3}$ of a day. B can do the work in $\frac{1}{2}$ of a day. They do the work together and receive \$2.80. How much is A's part of the money?

II.

In a factory, 12 men, 16 women and 30 boys are employed.

At the end of a week they receive \$330. A man is paid as much as 2 women, a woman as much as 3 boys. What is the daily wage of each.

III.

A man sold $2\frac{5}{8}$ of a pile of wood for what $\frac{3}{4}$ of it cost. Find rate of gain on part sold.

IV.

How many feet of lumber will be required to build a box $6 \times 3 \times 2$ and 2 inches thick inside measurement, no cover?

V.

What per cent must be assessed on \$1,500,000 to produce \$29,000 after paying 2 per cent for collecting?

VI.

How long will it take \$750 to amount to \$825 interest at 8 per cent?

VII.

For what sum must a note be drawn June 1, 1899, payable in 90 days, so that when discounted June 14, at 8 per cent the proceeds will yield \$717.20?

VIII.

If a cylindrical well is 5 feet in diameter and 30 feet deep, how many cubic feet of earth were removed in digging it?

IX.

After successive discounts of 10 per cent and 20 per cent had been allowed a bill of goods amounted to \$2160. Find the list price.

X.

An insurance company took a risk at $2\frac{1}{4}$ per cent and reinsured $3\frac{5}{8}$ of the risk at 2 per cent. The premium received exceeded the premium paid by \$42. Find amount of risk.

XI.

Find the volume of a sphere whose diameter is 40 inches.

XII.

In a certain business one partner, whose share is $\frac{3}{11}$ of the whole received from it a profit of \$859.20. What share is owned by another whose profit is \$1869?

Grammar.

(Any ten including V. and VI.)

I.

Write the conjugation of study in the indicative future perfect passive.

II.

Give four uses of the gerund, or noun participle, with examples.

III.

Classify marked words and state how used. We heard the whistle blow. It had been his desire to keep out of debt. The herd came down to feed. 'Twas the last rose of summer left blooming alone.

IV.

Complete sentence with adverbial clauses as indicated. He came (time.) He fell (place.) He studied so (degree.) I would go (condition.) I will trust him (concession.)

V.

Construct a complex sentence with complex numbers, exemplifying noun, adjective, and adverbial use of clauses.

VI.

Analyze or diagram the sentence in V.

VII.

Define case, relative pronoun, voice, transitive verb, comparison.

VIII.

Classify dependent clauses and state what they modify. He knew a spot where the daisies grew. He was so cold that he could not study. The longer he taught the better he liked it. When he had finished his work he went to school. He took what he could find.

IX.

Analyze or diagram. Marble is so much softer than granite that it may be sawed like wood.

X.

Parse marked words. Let him go. Such as came here were baptized.

XI.

He was found sleeping at his post. The day dawned clear. He was asked a question. Thy rod and thy staff, they comfort me. My brother Joseph's health is poor.

XII.

Write the plural of axis, attorney general, Miss Brown, money, beau, brother-in-law, German, dictum, solo, cargo.

Geography.

(Any ten.)

I.

In what zone or zones is Australia? Describe its surface. Name three products.

II.

Through what waters would a vessel pass in going from New York to Liverpool to Yokohama?

III.

Describe Russia (a) surface, (b) government, (c) people, (d) products.

IV.

Name ten countries of Europe with capitals.

V.

Name the countries crossed by the equator.

VI.

Name and locate five important groups of islands.

VII.

Name five imports and five exports of the United States.

VII.

Where are the following regions found in the United States: Lumbering, mining, manufacturing, tar and turpentine, cotton, sugar cane?

IX.

What causes day and night? The changes of the seasons?

X.

How wide is each of the zones? How wide would each be if the earth's axis were inclined 26° to the plane of its orbit?

XI.

Locate Madagascar, Ceylon, Sicily, Porto Rico, the Danube, the Niger.

Where is the rainless region of South America? How caused?

United States History.

(Answer ten sections, and ten only.)

I.

Name three inventions that greatly assisted in promoting exploration, discovery, and colonization in the 16th and 17th centuries and explain how they were of such assistance.

II.

Describe in brief the discoveries of the Cabots and state the important claims based upon their discoveries.

III.

- (2) Tell the cause of the French and Indian war.
- (1) What battle of that war gave to the English supremacy over the French in North America?
- (3) State when and where it was fought.
- (2) Give name of the leader of the French forces in that battle and of the English forces.
- (3) Mention the final results of that war.

IV.

Describe in brief one of the following: Navigation Laws, Stamp Act, Boston Tea Party, Critical Period of U. S. History.

V.

Tell the cause of the Revolutionary War, the War of 1812, the Civil War, or instead describe briefly and give results of any of the following: Saratoga campaign, Yorktown campaign, Greene's leadership in the South, Treaty of Peace of 1783.

VI.

- (8) Tell how and when George Rogers Clark effected the conquest of the Northwest Territory.
- (2) What five states are now wholly within the limits of this territory?

VII.

Describe briefly the importance during the Civil war and effect of any one of the following: The Trent affair, the battle between the Monitor and the Merrimac, the battle of Gettysburg, Sherman's March to the Sea.

VIII.

Mention all of the acquisitions of territory by purchase, treaty, or otherwise, made by our country since 1800 and added to our original domain, or treated as dependencies.

IX.

Give the following facts concerning any four of these acquisitions:

- (a) Name of territory acquired.
- (b) Date of acquiring same.
- (c) From what nation acquired.
- (d) How acquired.

X:

Mention the four great state papers signed by Franklin in his character as statesman and diplomat.

XI.

Name the features of the Presidential Succession Act of 1886.

XII.

- (2) Mention the two papers by which our country is best known in history.
- (4) Mention four statesmen prominent in advocating the first of these papers.
- (4) Mention four statesmen prominent in advocating the second of these papers.

Physiology.

(Any ten.)

I.

About how many muscles are there in the body? How many bones?

II.

What is the difference between the bones of adults and children?

III.

What causes bow legs? Corns? Stooped shoulders? Curvature of the spine?

IV.

How do you account for the fact that so many boys use cigarettes although they are taught the harmful effect of their use?

V.

About what should be the temperature of a school room? How should a school room be ventilated?

VI.

Name the organs of digestion.

VII.

What is a food? Why do we need food?

VII.

Give the effect of using tobacco to excess, on heart, on liver.

IX.

What is the value of reflex action?

X.

Trace a piece of lean meat from the mouth to the blood.

XI.

Of what value is it to a girl to take a course in domestic science?

XII.

Which arteries carry impure blood? Which veins carry pure blood?

Civics.

(Answer any ten sections, and ten only.)

I.

- (1) How many cabinet positions did Washington have?
- (2) Name them.
- (1) How many cabinet positions does Roosevelt have?
- (4) Name them.
- (1) Of how many members does the United States Supreme Court consist?
- (1) Of how many members does the Montana Supreme Court consist?

II.

- (2) What is the preamble to a constitution?
- (8) Give the preamble to the constitution of the United States.

III.

- (1) How often is the United States Census taken?
- (2) For what purpose is it taken?
- (1) Under the direction of what cabinet department is it taken?
- (6) Explain what is meant by "majority and "plurality" in an election.

VI.

Mention three constitutional qualifications for U. S. Senator, three for representative in congress, and two for president.

V.

Name the state elective officers and state the length of the term of service of each. Name the county elective officers and state the length of the term of service of each.

VI.

Mention the sources of income from which the public schools of your county are supported and maintained.

VII.

When did Montana become a state? Give its area in square miles? How many counties in the state? Mention its wealthiest county, its most populous county, its largest county.

VIII.

Explain fully three ways by which a bill in Congress or in the state legislature may become a law.

IX.

- (3) Mention the duties of county assessor.
- (2) Define taxes.
- (1) State the object and principle upon which taxation is founded.

X.

- (3) What is a direct tax?
- (2) Indirect tax?
- (3) What is an indictment?
- (1) By whom is it found?
- (1) By whom is it sustained?

XI.

- (4) Mention and locate the various state educational and penal institutions.
- (6) Mention the branches in which teachers are required to be examined to secure a certificate of the third grade, also the additional branches to secure a certificate of the second grade, of the first grade, of the professional grade.

XII.

Define "The Right of Eminent Domain," and state the principle upon which it is founded.

Physical Geography.

(Answer ten sections, and ten only.)

I.

Mention six principal subjects treated by Physical Geography.

II.

- (5) Mention three proofs showing that the earth is round.
- (3) Mention two proofs showing that the interior of the earth is in a highly heated condition.
- (2) What is the average rate of increase of heat from the surface of the earth downward?

III.

- (4) Define climate.
- (6) Mention the conditions upon which the climate of any place depends.

IV.

Labrador and the British Isles being in the same latitude, account for their great difference in climate.

V.

- (2) Mention the principal classes of winds.
- (8) Explain the cause of land and sea breezes.

VI.

Mention the countries, islands, oceans, seas, gulfs, or bays crossed by the equator.

VII.

- (4) Define fogs and clouds and state the real and only difference between them.
- (6) Explain the cause of the almost constant fogs off the coast and banks of Newfoundland.

VIII.

- (2) What parts of the ocean are the saltiest?
- (6) Tell why.
- (2) Name and locate the saltiest lake in the world.

IX.

- (8) Locate upon the earth's surface and name its highest elevation and its lowest depression, giving the height in feet and the depression in feet, in each case.
- (2) Give the difference between the equatorial and polar diameters of the earth.

X.

Explain why there is such an enormous rainfall east of the Andes and so little rainfall west of the Andes.

XI.

- (3) Mention six coal producing states of our country, (4) and ten cotton producing states, (3) mention the three essentials requisite for the production of vegetation.

XII.

- (8) Describe the causes and conditions which produce avalanches.
(2) Mention three regions where avalanches occur.

American Literature.

(Answer any ten and ten only.)

I.

- (2) When did the Colonial Period of our Literature begin and end?
(4) Mention two of its most distinguished authors and the most noted work produced by each.
(4) Describe Poor Richard's Almanac and give two quotations from it.

II.

- (2) When did the Revolutionary Period of our literature begin and end?
(8) Give the names of six leading statesmen, orators, and writers prominent in advocating the cause of the Revolutionary War.

III.

- (2) Mention the two state papers by which our country is best known in history.
(8) State when, where, and under what conditions the second of these papers was produced.

IV.

Describe Ichabod Crane and give an account of the circumstances causing his departure from Sleepy Hollow.

V.

Write the plan and purpose of "Snowbound" and describe a character mentioned in it.

VI.

Write six poetical quotations from as many different authors, giving the name of each author after each quotation.

VII.

- (2) What were the Leather Stocking Tales?

- (1) Who wrote them?
- (1) Mention the titles of four of them.
- (6) Describe any one of them in brief.

VIII.

Mention ten newspapers prominent at the present time in discussing political questions.

IX.

- (1) Who wrote "Old Ironsides"?
- (1) Quote four or five lines from this poem.
- (8) State the causes and conditions influencing the author to write it.

X.

- (1) Who wrote the "Critical Period" of our history?
- (9) Describe this period in brief.

XI.

Who wrote "The Building of the Ship"? Quote any five lines from the Psalm of Life.

XII.

Write in a column the names of six American inventors and opposite the name of each write the name of the invention.

Algebra.

(Any ten.)

I.

$$\frac{1}{(a-b)(a-c)} + \frac{1}{(b-c)(b-a)} + \frac{1}{(c-a)(c-b)} = \text{what?}$$

II.

A man has an annual income of \$1,100 from capital invested partly at 5 per cent and partly at 6 per cent. The amount at 6 per cent was repaid and invested at 4 per cent and thereafter his income was \$800. Find amounts originally invested.

III.

Factor:

- (a) $a^3 + b^3 + a + b$.
- (b) $8m^3 - 27p^3q^3$.
- (c) $x^2 - 4ax - 4b^2 + 8ab$.
- (d) $x^2 - \frac{3x-1}{4} - \frac{1}{4}$.
- (e) $a^6 + b^6$.

IV.

$$\sqrt{x^6 - 4x^5 + 6x^4 + 2x^3 - 11x^2 + 6x + 9} = .$$

V.

Multiply:

$$\sqrt{5} - \sqrt{48} \text{ by } \sqrt{5} + \sqrt{12}$$

VI.

A man can walk $2\frac{1}{2}$ miles an hour up hill and $3\frac{1}{2}$ miles an hour down hill. He walks 56 miles in 20 hours on a road no part of which is level. How much of it is up hill?

VII.

At how many different times and when, are the hands of a clock at right angles between 4 and 5 o'clock?

VIII.

A tank can be filled by two pipes in 88-9 minutes. If the first runs 10 minutes and the second 8 minutes, the tank will be filled. In what time can each fill the tank?

IX.

$$x-3 = \sqrt{2x^2-x+10} - 5.$$

X.

The sum of two numbers is 7. The sum of their squares less their product is 31. What are the numbers?

XI.

$$x^2+5=8x+2\sqrt{x^2-8x+40}.$$

XII.

$$x^3+x^2-22x-40=0.$$

Geometry.

(Answer any ten.)

I.

State and demonstrate the theorem for the area of a circle in terms of its radius and circumference.

II.

(5) Define radius, arc, chord, segment, sector.

(5) Given the three sides of a triangle, to construct the triangle.

III.

Prove.—A radius perpendicular to a chord bisects the chord and the arc subtended by the chord.

IV.

Prove.—The area of a circumscribed square is double the area of the inscribed square.

V.

Prove.—The bisector of an angle of a triangle divides the opposite side into segments proportional to the other two sides.

VI.

(5) Show how to bisect a given straight line.

(5) Show how to bisect a given angle.

VII.

Show how to circumscribe a circle about a given triangle.

VIII.

Show how to inscribe a circle in a given triangle.

IX.

Show how to construct a square equivalent to the sum of two given squares.

X.

Prove.—The area of a regular polygon is equal to one half the product of its apothegm by its perimeter.

XI.

Prove.—The bisectors of the angles of a triangle meet in a point equidistant from the sides of the triangle.

XII.

Show how to construct a triangle equivalent to a given polygon.

Physics.

(Answer any ten sections, and ten only.)

I.

Explain the simple pendulum, compensating pendulum, center of suspension, center of oscillation.

II.

(2) Define ebullition.

(6) Mention two laws of ebullition.

(2) Define the boiling point

III.

(5) Give rule to change Fahrenheit temperature to its equivalent in Centigrade degrees.

(5) When water shows a Fahrenheit temperature of 50° above zero, what Centigrade temperature will it show?

IV.

- (2) Explain the "Sweating" pitcher and tell its cause.
- (8) Define evaporation and give three laws governing the rapidity of evaporation.

V.

- (2) Define sound.
- (4) Define the echo and explain its cause.
- (4) Explain and illustrate the refraction of sound. Example.

VI.

Define velocity, acceleration, mass, density, momentum.

VII.

Explain the cause of lightning leaping from cloud to cloud, or from cloud to earth.

VIII.

- (2) Define light.
- (4) Explain refraction of light and illustrate same.
- (4) Explain the dispersion of light and illustrate.

IX.

- (2) Explain the motion of the common rotary lawn sprinkler.
- (2) Distinguish physical changes from chemical changes.
- (3) Locate the magnetic north pole.
- (3) Explain the line of no variation of the magnetic needle.

X.

- (2) What is capillary attraction?
- (4) Explain its cause and give example.
- (4) Define cohesion and adhesion and give examples of each.

XI.

- (6) Mention the different ways in which heat is diffused, explain each way and give examples of each.
- (4) Define distillation and explain any simple process of distillation.

XII.

Explain the construction and operation of the governor on a stationary steam engine, or explain the construction of the simplest form of telescope.

COUNTY BOARD OF EDUCATIONAL EXAMINERS.

In my biennial report for 1905-6, I urged the necessity of asking the legislature to create a County Board of Educational Examiners.

The duty of this board was to be the examination of all applicants for county certificates to teach, and also the examination of all eighth grade pupils that had completed the eighth grade work and desired to enter an accredited high school, provided the state board of education should ask the boards to conduct such examinations. The tenth legislative assembly enacted the law and its workings have met our most sanguine expectations. The boards are made up of three members, the county superintendent and two persons appointed by the county commissioners.

Those appointed must have sound educational qualifications and must have taught successfully for eighteen months. The State Board of Education authorized the examination of all eighth grade pupils for entrance into the accredited high schools.

The county superintendents have found it much more satisfactory to have examining boards to examine applicants, as there is now an opportunity for consultation.

The examination questions for both teachers and eighth grade pupils are prepared in the state superintendent's office. The entire state has been benefitted by this system. Fewer incompetent teachers are found in the schools and the pupils entering the high schools are better prepared to do high school work. Of those eighth grade pupils that were examined when the law first went into effect but forty-six per cent were successful. At the last examination, held in May and June of 1908, nearly seventy per cent were successful. Three examinations are held in each county yearly; one in January, one at the end of the school year, and one in August. This arrangement accommodates all schools. The entire examination is conducted by the examining boards. The plan is so satisfactory that the parochial schools of Butte have passed a resolution that their eighth grade pupils must possess an eighth grade certificate issued by the examining board for entrance to the parochial high school.

The following list of questions is a fair sample of the questions submitted for the last year:

LICENSING TEACHERS.

The State Board of Education is composed of eleven members, the governor, attorney general and superintendent of public instruction ex-officio members and eight members appointed by the governor. This board has general control of all the state educational institutions. It also holds examinations for the issuance of state and life certificates, and grants to graduates of reputable colleges, universities and advanced courses of normal schools certificates to teach without examination when such graduates have had eighteen months' successful experience after graduation.

The board also recognizes without examination state certificates of advanced standing. The state board meets the first Monday of June and December.

The state superintendent may issue a temporary state certificate to teachers who are eligible to receive a state certificate, such certificate to be valid only till the next meeting of the state Board of Education.

This law was passed in 1907. One hundred eighteen temporary certificates have been issued. Montana must draw a large number of teachers yearly from other states, as her own educational institutions are unable to supply the demand. More and more boards of education are specifying that teachers must be able to qualify for a state certificate before they can secure a position.

The board granted in the last two years certificates as follows:

	Life Certificates.	State Certificates.
December, 1906	13	96
June, 1907	17	23
December, 1907	9	103
June, 1908	11	111
Total	50	333

Many of the life certificates were those granted to graduates of the normal college that had taught successfully after graduation eighteen months. The graduates of the state university receive a state certificate from the board after they have taught eighteen months successfully after graduation. The State Board of Education recommends that graduates of the state normal school shall teach thirty-six months before receiving a life cer-

tificate, also that the legislature enact a law recognizing the graduates of the school of education of the state university by authorizing the State Board of Education to grant such graduates a certificate to teach, without examination, in the high schools of the state.

CIRCULAR LETTER.

State of Montana,
Department of Public Instruction,
Helena, Montana.

This letter will answer many inquiries that come to this department regarding the school affairs of Montana.

There is a demand for thoroughly prepared, experienced teachers. In nearly all of the graded schools normal graduates of advanced courses or college graduates are demanded by the boards of education.

The Biennial Report for 1906 shows that the average salary for male teachers was \$67 per month, for female teachers \$56 per month. City superintendents receive from \$1,600 to \$4,000 per year; principals of high schools from \$1,500 to \$2,500; principals of smaller schools from \$80 to \$125 per month; grade teachers from \$70 to \$90 per month. The average school term for all schools is 6.5 months. City schools have from 8 to 10 months, rural schools from 3 to 9 months. Living expenses in cities average from \$30 to \$45 per month; in rural schools from \$15 to \$25 per month.

The State Board of Education issues state certificates, good for six years, and life diplomas. Neither of these are issued to non-resident teachers. Applicants for state certificates must be graduates of the advanced course of some state normal school, state university or reputable college, and must have had at least 18 months' successful experience since graduation before their applications for state certificates can be considered.

The County Board of Educational Examiners holds an examination for teachers at the county seat on the last Friday of February, April, August and November of each year, and the day following if necessary, and issues four grades of county certificates, first, second, third and professional, to applicants who pass the examination successfully. These certificates are good for one, two, three and four years respectively. Candidates for a third grade certificate will be examined in the common

branches; candidates for a second grade certificate will be examined in the common branches and also in civics of the United States and Montana and physical geography; candidates for a first grade certificate will be examined in all the branches required for a second grade certificate and also in algebra and American literature; candidates for a professional certificate will be examined in all branches required for a first grade certificate and also in geometry and physics. All applicants are required to pass a general average of 80. and must not fall below 70 in any branch. Teachers holding good grade certificates from other states and desiring to begin teaching school in this state before the date of any regular examination will receive permits from the county superintendent to teach until the regular examination.

Very truly yours,

W. E. HARMON,

Superintendent of Public Instruction.

COMPULSORY EDUCATION.

The compulsory school law provides that all children between the ages of eight and fourteen shall attend school the entire time that school is in session in the district in which such children reside, and all children between the ages of fourteen and sixteen, not engaged in some regular employment, for the full term the school is in session; provided that children that live more than two and a half miles from school may be excused from attendance, also children under sixteen may be excused from attending school after they have received an age and schooling certificate. The law is faulty in three respects: First, village and rural districts under the law need not appoint truant officers; second, many children living more than five miles from school attend, while others living on the same road but three miles from the school do not attend; third, the age and schooling certificate is issued to those who are able to read and write legibly the English language.

For the most part villages and rural districts do not employ a truant officer; children attend school or not as they please.

The attendance is irregular and many never attend. The provisions for receiving the age and schooling certificate are loosely defined. Some authorities allow children to leave school in the

sixth grade, others in the seventh, and still others hold that the children should complete the eighth grade or be sixteen years of age before receiving the age and schooling certificate. Children are poorly enough equipped educationally if they are not allowed to quit school until they have completed the eighth grade work, or are sixteen years of age.

The law should be so amended that in all school districts there should be an officer whose duty would be to enforce attendance at school.

The two and a half mile limit should be repealed.

The age and schooling certificate should not be issued until the children have completed the work of the elementary school or have attained to the age of sixteen years. Montana would then have a compulsory school law that would be as effective as that of any other state.

COUNTY SUPERVISION.

More and more the electors are recognizing the fact that there should be no politics in school affairs. Several counties of the state have had but one candidate at the election. As with the state superintendent, no educational qualifications are required by law to hold the office of county superintendent. In the state there are twenty-seven counties. Each county has a woman county superintendent. Many of them are able, conscientious, and effective. Yet politics has treated some counties shabbily. The one best qualified for holding the position has been thrust aside because she had no political "pull" or because she did not "need the position," and the one with the "pull" and the one that "needed" it was put in, and the county was privileged to be "served"—no, not served, but to go without any supervision until such an one chose to do something else. The result is that some sections have advocated doing away with the county superintendent and merging the office with that of treasurer. No, that is not the solution of the problem. Make the salary of the office commensurate with its responsibility, and then elect only competent persons to serve as county superintendents. Elect only those that will command respect as educational leaders. There is much that a county superintendent can do. Only competent people should be licensed to teach. The county superintendent is chairman of the county board of

educational examiners. There are schools to visit. These visits should be for an entire day. The superintendent should see the teacher's work in all classes and be prepared to suggest or advise or confirm the teacher's methods. Of course, the territory over which many superintendents have to travel makes it impossible to visit schools often, but visits should be as frequent as possible. Parents and children are encouraged when they know the superintendent has not forgotten them. In order that the superintendent may be able to do her best work, in the larger counties superintendents ought to have help in the office a part of the time. To sum up, educational qualifications should be required, public sentiment should then elect the one best qualified, and help should be provided at times, thus enabling the county superintendent to do her best work.

COUNTY SUPERINTENDENTS FROM 1907-1909.

County.	Address.	Name.
Beaverhead	Dillon	Alice Herr.
Broadwater	Townsend	Sallie McMahon.
Carbon	Red Lodge	Agnes Ross.
Cascade	Great Falls	Lucy Major.
Custer	Miles City	Mary Lee Wilson.
Chouteau	Fort Benton	Agnes H. Atkinson.
Dawson	Glendive	Tena Hackney.
Deer Lodge	Anaconda	Mae McHugh.
Fergus	Lewistown	Orpha Noble.
Flathead	Kalispell	May Trumper.
Gallatin	Bozeman	Pearl Dickson.
Granite	Philipsburg	Lottie T. Irvine.
Jefferson	Boulder	Maud Mosher.
Lewis and Clark	Helena	Lucinda Buck.
Madison	Virginia City	Anna Mae Lowman.
Meagher	White Sulphur Springs	Lottie A. Harris.
Missoula	Missoula	Retta Barnes.
Park	Livingston	Jennie Smith Cowan.
Powell	Deer Lodge	Maggie Jensen.
Ravalli	Hamilton	Jennie Adams.
Rosebud	Forsyth	Lizzie M. Snook.
Sanders	Thompson	E. M. Castlio.
Silver Bow	Butte	Margaret Hogan.
Sweet Grass	Big Timber	Mary D. Forewald.
Teton	Choteau	Nellie R. Brown.
Valley	Glasgow	Faye Goettel.
Yellowstone	Billings	M. M. Strang.

STATE SUPERVISION.

Montana can never have a generally efficient school system until more attention is paid to supervision. It ought not to be possible for anyone to be elected state superintendent who is not a successful, practical school man. The exigencies of politics may give the office to an adventurer, a dreamer, a thoroughly incompetent man. There are too many lives touched by the state department of education to entrust its duties to any but one who has given meritorious service.

Upon him in a great measure rests the success or failure of the county institute. His service as a member of the state board of education can be toward uplifting the educational standards of the state in recommending only competent teachers for recognition for state certificates; his voice may be for the betterment of the state educational institutions in that he recommend that competent faculties only be employed. By his rules and regulations and questions for teachers' examinations he is instrumental either in building up the educational efficiency of the teaching force of the state or in allowing it to drift or deteriorate. Through his influence he may be a factor in shaping the general educational policy in a large measure in the state, as he prescribes the course of study for all the common schools and prepares the eighth grade questions for those who desire to complete the work of the elementary grades.

Would any business man or corporation employ a man as manager who had no qualifications for managing the business? Would a railroad employ as superintendent a man who was not thoroughly conversant with railroading? Neither should any state elect as superintendent a man who is not a thoroughly tried and thoroughly competent man for superintendent, and the laws of the state should be so amended that the competent only would be eligible.

EDUCATIONAL TENDENCIES.

True education gives enlarged usefulness and enlarged happiness, but the ideals of people and nations regarding the function of education change with each succeeding generation. The ideal of today is the real of tomorrow and the morrow sees more clearly that above and beyond is the Mecca of its higher aspirations and desires. The ideals of a people influence the means that shall make toward realizing those ideals. It has been truly said, if the ideal be beauty and strength of human body, athletics will be the means of education; if the ideal be skill in armies and conquest through warfare, a soldier's training will be the means of education; if the ideal be the traditions of the people, a constant gleaning over the things of the past and the glorious achievements of their forefathers will be the means of education; if the ideal be a profound knowledge of the classics, a study of language and literature will be

the means of education; if the ideal be achievements and discoveries, the laboratory will become the workshop of the school; if the ideal be the transformation of boundless stores of raw material into products that contribute to the needs and comforts of many, skill of the hand will be the means of education.

Greece and Rome, the Orient and Western Europe, have had their several ideals, so America today seems to be coming into realization of an ideal which shall be industrial supremacy. One other nation has already succeeded her in the realization of this ideal, yet there are those who still refuse to take lessons if they come from kingdom or monarchy, but the wise will take note of successes and failures and will profit by them. The industrial successes of Germany come from the fact that she has an intelligent, happy, resourceful citizenship. Although monarchical in government, yet she is democratic in education, as she believes in the education of the masses—the children of the rich and poor, royalty and peasantry. It is impossible to find an illiterate German child of ten years of age. The German emperor while looking over the schools generations ago said to the minister of education: "You are turning out too many intellectuals and too few industrials. We have an overproduction of highly educated people—more than the nation can bear". Germany has been influenced greatly by these criticisms of the emperor. The result has been that trade schools have been established everywhere at great expense by the state.

The German nation realizes, as no other nation on the globe, that good schools cannot be established and maintained, no matter how costly the building and equipment unless there is a live competent teacher on the one side and universal attendance of children on the other. German teachers are professionally trained, and make teaching a life work. The children are compelled to go to school each day and every day. No excuses except for sickness are accepted. We like the thoroughness and the painstaking methods of the Germans. Their motto is: "What is worth doing at all is worth doing well".

The German boy of ten must determine with the advice of parents whether he shall pursue his studies leading to the learn-

ing of a profession or whether these studies shall lead to a trade. Some, of course, choose the professional side, while the great majority choose a trade. It is the record of history that the large majority of any people earn their living by means of their hands.

The relation between practical industry and science has been much closer and more systematic than in most countries. The factories often have laboratories with a corps of regularly employed scientists or they pay professors fees to give the boys the benefit of instruction. The idea prevails that a man must be specially trained for his career, whatever it may be.

Every German boy is expected to learn a trade or profession; to pick up a trade or business is unknown.

"Germany has been able to monopolize certain forms of manufacture in iron and steel and in the long, varied line of textile products, it is only a vast procession of skilled chemists, designers, dyers, weavers, and spinners recruited year after year from the technical schools." How changed all is from a comparatively few years ago. Most boys brought their education to an abrupt ending to learn a trade. Now their trade is learned as a component part of their education.

Germany sent a commission to the St. Louis Exposition in 1904 to make a study of education in the United States as presented by our educational exhibit and especially to report the bearing of our educational system on craftsmanship.

The commission reported: "America is abundant in resources, filled with energy and enthusiasm, quick-witted and resourceful; a vigorous people possessed of such mighty and undeveloped resources and such coast lines and commercial advantages, will have to be reckoned with in trade and commerce for a long time in the future. The American thinks everything American is all right and is filled with a feeling of complacency for anything American. The Germans have nothing to fear however concerning trade as the American public school has not supplied systematic instruction in craftsmanship."

The last conclusion of the commission should make every American a student of German education and German schools.

Every American has a pride in his country and its school system.

Yet if each is satisfied with present attainments he must not be mindful of what some of these attainments are.

When we examine the great turbines that have been installed at Niagara for the generation of thousands of volts of electricity, we find they are of Swiss manufacture. When we seek the lenses of the finest manufacture, we go to Germany; when we seek the highest art in automobile manufacture, we go to France; when we look for the finest engines and the finest watches, we are told they are made by the Swiss.

The public schools of France and England do much for training for trades in the public schools. England has numerous trade schools in all parts of the kingdom, but she has no continuous system of schools reaching from the primary to a profession or trade. The aristocracy prepare for exclusive and literary colleges in private and exclusive schools. The children of the masses go to the elementary schools; if they go further they must finish in the trades schools. The children of the masses must be servers regardless of the personal equation. The schools above the elementary schools train the English gentlemen. The English nobleman, a writer says, has no thought of permitting his personal comfort and his political control to be disturbed by allowing the serving classes to know too much. England just now is disturbed over educational problems, and the agitation is for more universal education. May the agitation continue until every child shall have free opportunity, as justice demands that he should have, and the result shall be for the enlarged usefulness and enlarged happiness.

All European nations are doing more and more for the education of the masses. Sweden boasts that every peasant child can read and write.

Germany still clings to the idea that women should be homemakers, and the girls are trained in trade schools that pertain to the domestic arts. Hence a girl leaving the trade school can sew and cook, and manage household affairs as well or even better than her mother.

The achievements of the Germans make us pause. An economic writer says, "Germany, a land of limited resources, a land lacking the fertility of soil with which our country has

been blessed, forced to import much of her food supply, almost entirely without mineral wealth, a land hemmed in by countries with hostile tariffs and unfriendly trade relations, a land in the main without native artistic sense and devoid of the inventive ingenuity of the Americans, has, through the persistent training of her children's hands, first in the home and for the last half century in the schools, reached the enviable position of commercial and industrial supremacy. To this little nation, America, with her vast resources of fertile stretches of land and inexhaustible mines of mineral wealth; with her boundless forests and unlimited water power; with coal and iron and limestone lying side by side with which to make easy the transformation of iron ore into all the products of the iron market, with marvelous power in the midst of her cotton fields to transform the fleecy staple into all the varied products demanded by the world for clothing; with characteristic native ingenuity and inventive skill; with engineering ability that has removed mountains and made the arid desert to blossom as the most fertile plains; with the markets of the world open to her on all sides—America must be outstripped in the race for commercial supremacy by her less favored competitor."

The higher institutions of learning in Germany have not suffered. The number training in the professions and for duty in the so-called higher walks of life have increased 50 per cent in the last decade.

A knowledge of German superiority should not make us pessimists. However, we should study American institutions, traditions and possibilities with rational optimism. This the American nation is doing. America recognizes that much that has been done in the public schools, academy, and college has been superficially done. That unlimited resources and freedom under a democratic form of government has tended toward laxness both in educational and industrial life, few can deny.

Striving to throw off some of the Puritanical teachings and practices of our forefathers, we have become lax in teaching some of the fundamental truths that go to make up the essential ingredient of a truly successful life—namely, character. Under the plea of freedom of thought and speech guaranteed

under the constitution, in some phases of our national life, we have come perilously near encouraging anarchy.

The early ideas of what shall constitute education and how it shall be secured have materially changed. In early colleges the purpose was definite. No student was there to get that indefinite thing called culture. Every student was there to make himself a teacher, a doctor, a lawyer, or a preacher, mostly the latter. The courses were severely classical. One, in order to enter Harvard, was required to know Latin nearly as well as he knew English.

In the college he studied Greek, Hebrew, Chaldee, and Syrian. Translations were written from Greek and Hebrew in Latin. The study of mathematics extended through arithmetic, algebra and geometry; less was required in the course than is now required to complete the course of the ordinary high school. Science was not a factor to any appreciable extent. The awakening of scientific research and investigation has done much to change the courses of most of the colleges. Today instead of having ironclad courses with no opportunity of choice, we find the colleges with as many as 200 semester courses. The preparation for college was made for the most part in private academies for the public school in early times extended only imperfectly through elementary studies.

The high school came only after a long struggle on the part of the masses and a few others who were in favor of universal education. With the advent of the high school, most of the academies ceased to exist.

The courses of study for years have been formulated on the knowing side. The popular notion has been for years, "Knowledge Is Power." So many examples of educated men—educated under the popular notion that knowledge is power—who have made dismal failures of everything they undertook, has proved the fallacy of the maxim. The present day notion is, "Knowledge with ability to do, is power." More and more educators are emphasizing, "Power to do." Power to do can come only through training "to do."

The old ideas of education trained mainly the intellectual. The child with the intellectual trend of mind found food for thought in his studies, but the one with a trend toward the

doing, the making, and the growing of things, found very little to interest him or encourage him to remain in school. When we look over the statistics of the public school, we find there many things that should furnish a people in favor of universal education, food for thought. There are in the United States about 15,000,000 children of school age. Eight hundred and seventy thousand of these are in the high school. As Americans, we are proud of our achievements. We are proud of our public schools. We seem to believe as a nation in universal education.

Are we giving educational training the right character?

Are we giving each boy and each girl a chance? Democracy believes in equal opportunity for the rich and poor, for the high and the low. The courses of study for generations have been formed in the interest of the intellectually inclined. Those so inclined have found interest and encouragement in the schools, but how about those inclined toward making things and doing things? Statistics show that of the number of those who enter the elementary schools, one-half leave school before they enter the sixth grade, and but one-third complete the work of the elementary schools.

And of those that enter the high school, but one-fourth go beyond the second year, and but one-sixth complete the course. So long as the great majority of the people of this nation must work with their hands, it is not possible that courses of study framed mainly for those intellectually inclined will furnish profit and interest to the hand-worker, and we may expect just such attendance at school as the above statistics show. We are giving the intellectuals an opportunity, but denying the great majority who are industrially inclined, an equal chance. For many years American educators have studied in German universities and about German schools. They have noted the advance made by Germany in industrial education and professional education and what it means to German life. They have advocated that this nation apply the same principles.

The theme today is one prominent and popular with educators, statesmen, manufacturers, and business men. President Roosevelt does not hesitate to declare that it is the most important problem of the public schools. He says, "Back to the workshop and the farms; therein lies national safety."

President Eliot of Harvard, one of the ablest of college presidents, came out in an address this last February in favor of introducing industrial training in the public schools, saying much of the money now expended on the schools of the nation is wasted because the real function of the public school is misunderstood; viz., the training of its citizens for honest, intelligent, patriotic, useful citizenship. The child's aptitude should be studied, and when this shall have been determined, then it should be given training accordingly. When this view of education shall have been accepted and carried out, we shall not have a large majority of our school children leave school before they have completed the elementary grades.

President Wheeler of the University of California says: "The public schools should give equality of opportunity. That is democracy. They should not ask for equality of achievement."

The one whose mind has a trend toward doing things should have equal opportunity with the one whose mind has the intellectual trend. The children of the poor often make better use of their education than the offspring of the mighty. A boy after completing six grades is ready for something new. He must be given something in the industrial arts, in the agricultural arts, or in business practices. We do not believe in magnifying the importance of industrial education beyond its legitimate sphere. We still hold to the importance of training thoroughly for the professions.

We do not agree with the proprietor of the Revere House in Boston. When speaking to one of the trustees of Harvard concerning the chef, he said, "We pay him \$10,000 a year. The trustee replied: "Why, that is more than we pay President Eliot." The reply to this was, "He is worth more."

Recent investigations conducted by the educational department of the International Committee of the Young Men's Christian Association show that of the 13,000,000 young men in the United States between the ages of 21 and 35, only 5 per cent received in connection with their school education any preparation for their several occupations; of every 100 graduates of our elementary schools only eight obtained their livelihood by means of the professions and commercial business, while the remaining 92 support themselves and their families by the skill

of their hands.

Much has been said about dignifying labor. Somehow, it is abroad in the land that he who toils with his hands occupies a lower position in the social scale than the one who earns a livelihood by means of a profession. This is a pernicious view. Who have been the great leaders in American history? From whence did they come? Judge Draper says that all experience shows that the real captains in all lines of human activity have come out of the crowd that have worked with their hands.

The love and capacity for drudging work are the basis of leadership in all employment, whether of the head or hand, and any educational system, which fails to recognize the fact, which does not honor the blouse shirt and the clean smut of honest toil, is at once misleading the innocents and moving directly toward the defeat of its own ends.

The potency of industrial training is being recognized. In some form or other it is being introduced into the public school curriculum. We find it discussed in every school journal, in every teachers' association. It is being required in the normal school curriculum for the training of teachers. The most urgent need of the day is provision for industrial training in the public schools.

Some lines of work have already been taken up by public-school systems. In addition to manual training taken up in an elementary way in the grades, we find manual training high schools in the cities of New York, Chicago, Kansas City, Buffalo, Louisville, Washington, and scores of others.

Manual training and domestic arts have been provided for all the children of the intermediate grades and first year high school of Cincinnati.

Twenty-four shops and twenty-four kitchens have been suitably equipped and courses in stenography, bookkeeping, millinery, dressmaking, cooking and shopwork have been opened. There seems to be very little opposition given to the introduction of work that train in the activities of life. We find the value of this training recognized in the east, in the west, in the north, and in the south.

Los Angeles has believed in it for years and has given train-

ing in it for a decade, the middle west has been among its most ardent advocates, classic Boston has some of the finest technical schools to be found anywhere, and the south is now enthusiastically taking up the work in connection with the public school system. Booker T. Washington solved the problem for the colored race years ago and has the most exalted ideas for the betterment of his race through the instrumentality of educational industrial training. The ideal almost is found in a few manual training high schools of Michigan and Wisconsin. The one at Menomonie, Wisconsin, is probably the finest to be found anywhere. Financed in a large measure by Senator Stout, a wealthy lumberman and a great believer in the possibilities of rightly trained boys and girls, the public school system of Menomonie is an example of what right training will do for boys and girls. A small city of 4,000 or 5,000 souls, it has an enrollment of 1,400 in its public schools, 250 of these being in the high school.

There is scarcely a high school anywhere in which the boys make up more than 40 per cent of the enrollment and often not more than 30 per cent, yet in this school we find 52 per cent are boys.

Dean Russell of Columbia says in substance: "Give the boys an educational training that will fit them for some position of life's activities and you will keep them not only through the elementary school, but through the high school as well; then, too, the colleges, whether they train through the humanities or through the mechanic arts, will be able to enroll them and finally to send them into the various arteries of life, useful, intelligent, patriotic, God-fearing men, who shall in peace or in war be the bulwark of the nation."

Menomonie is doing a great work. The promoters realize that education is to train the eye to see correctly, to teach the ear to hear correctly, and the hand to execute correctly, and to train the mind to see the relation of things. To the boys and girls of Menomonie life is real; life is not an empty dream. They see beauty in nature, in the home, in school, and find pleasure in toil. They recognize the truth of a maxim of Ruskin: "If we want knowledge we must toil; if we want food we must toil; if pleasure, we must toil; toil is the law." This school teaches boys to be useful with tools, as they work in both wood

and iron. Their work in antique oak and walnut is marvelous. They make every article of furniture for a house. They plan, draw, mould, and weld, and are happy in the doing. The manual training and domestic science classes will take a tumbledown cottage and make a charming home of it.

All painting, paper hanging and adorning is done by the girls, who select the paper, carpet, portieres, curtains and paint.

The art of home making in this school is a marvel in its development. The girls are taught to cook, sew, and manage a household; they are trained to make up the most simple dinner or the most costly menu, to keep accounts of receipts and expenditures—in fact, trained in all that goes to make up a successful home maker.

An educational writer says that this school has literally affected every home in the city. Every yard is better groomed and every home building better equipped. There are ten thousand shrub trees that would not have been there. The cooking is more economical, healthful and relishing. The furnishing and papering is in better taste. My visit to that school in March convinced me that all has been said of it is true.

The discipline of the school is marvelous. No one seems to have time or desire to do anything that does not count for good. The regular work found in the ordinary school curriculum is as well done, and in most cases better done, than is done in some of our best schools.

The graduates of this school are among the best students that enter the state university. The school day is eight hours for the coming year.

This school has been described somewhat at length from the fact that hundreds of the foremost educators yearly visit this public school and are convinced of the feasibility of its system of education. The result has been that many courses of study in cities like Minneapolis, St. Paul, Saginaw, Chicago, and other cities have been in a measure modeled after it.

The great school journals and trade journals are recognizing its educational influence—its influence for good on its boys and girls—its influence on the homes and community.

The tendency of this nation is more and more to study the needs of its boys and girls, who are its greatest asset.

Private parties in days gone by, feeling that much that was

taught in the public schools did not train for usefulness in after life, have attempted to supply this need in a measure by offering courses in business training. Very few of them have given thorough courses. The requirements for entrance to those courses have been low, and hence the product in most cases has been thoroughly unsatisfactory to the business man.

The American people are too much in a hurry to stop to do things thoroughly well. The American boy is not satisfied to begin where his father begun but wants to begin where his father left off. This tendency has found its way into the school curriculums and the result has called for readjustment. The public school in this respect has recognized in a measure one aptitude of boys and girls, namely, that of a business life.

Three or four vocational schools, of secondary grade, supported by the municipality, or partly by the municipality and partly by the state, have been established. These are the Washington Irving high school of New York, the Textile high school of Lowell, Mass., the High School of Commerce of Philadelphia and some of the evening schools of Buffalo and other cities. Their names show that they are not for the training of the masses. The agricultural colleges of the country are doing a great work in engineering and are extending their agricultural work to meet the demands of the masses.

The public school has enlisted its sympathies with the workers of the soil and we have the school garden, and closely allied with that we have the observance of Arbor day for the beautifying of home and school by giving each a manifestation of the feelings and heart and soul on the part of their inmates.

In this state at Dillon and Billings the high schools have courses in agriculture and shop work, thus striving to enlist the interest of the boys in being better tillers of the soil, in the raising of better stock, and in the ability to make things. For the girls both have domestic science.

The cities of Helena, Butte, Philipsburg and Missoula have introduced manual training, and many of us have experienced the keenest pleasure in examining the products of the courses. The rural schools of the agricultural sections are not confining their educational work, as in times gone by, mainly to the three R's, but with them are studied the values of grains, grasses and vegetables as field products. They are studying stock raising and

dairying to the end that they may make the most out of their labor, and by so doing they add to their happiness in reaping just rewards for thorough study and toil. The United States formerly had the butter trade of England. Denmark, by scientific study and the application of scientific principles to the dairying industry, took from the United States in ten years butter trade to the amount of eight millions of dollars. The farm does not have the prejudices to overcome that it once had. The tendency of the present day is not all from the farm to the city.

Sentiment has greatly changed and is still changing. Last year the high schools of New York furnished to the New York farmers 160 boys. These boys enjoyed the work. This year the high schools furnished 2,500 boys for the farm.

There is nothing that these boys could have chosen that would have been more beneficial to mind and body. Removed from the many temptations found in the city for the idle, they are for the first time thrown on their own responsibility whether they shall be known as honest, industrious, reliable, painstaking individuals, or whether they shall assume the air of one who feels the world owes him a living whatever his attitude or worth.

In a recent paper we noted that the Fitchburg, Mass., high school had made arrangements with a large manufacturing plant to furnish such boys as desire it training in the shops. The course is to be six years in length and the boys are to go to school each alternate week and work each alternate week in the shops. For each hour in the shops they are to receive 10 cents and 1 cent per hour additional when they shall become more proficient.

Failing to get the right kind of men, the Westinghouse Electric Company and the Baldwin Locomotive Works have set up schools of their own. They have prepared school rooms, employed efficient teachers, and laid out considerable course of work in order to train for their service. These men are taken on trial for six months and if they show some proficiency and aptitude and will bind themselves to remain and follow their work for a period of three years or four they enter into agreements, and during the period they work in the shop are paid a moderate salary which advances with proficiency. We might multiply cases to show the educational trend. It is to recog-

nize more than ever industrial trend of the mind. A half century ago or more the colleges began to recognize the sciences and place less stress on the classics.

The high schools in turn multiplied their courses. The elementary school followed by giving more literature, more science, more history, and in some cases more mathematics. And today the trend is toward the industrial, toward the doing side, giving it an equal opportunity with the knowing side. The present-day policy seems to be more and more to give that which results in intelligent, resourceful, patriotic, balanced men and women. There is a gradual transition. Some of the things that were in force fifty years ago might well be emphasized now. We need trainers of boys and girls who will so train them to the best that they will instinctively cast aside the second rate.

The great verbs in the grammar of life are "To be" and "To do."

"There are certain essentials that every educated individual should possess. He should know how to live and how to behave. Morals should be taught in the schools by precept and example as a preparation for citizenship. Schools were established and will be maintained for the purpose of making illiteracy impossible. Reading, writing, reckoning, the ability to enjoy a good book and write a good letter, the development of the reading habit and the library habit, a knowledge of the English language, of our free institutions in their origin and history and of the fundamental ideas of geography, so as to enable one to consult a map and grasp a route of travel—these are essentials in the education of the individual which should not be omitted from the course of study for the purpose of solving any of the later problems that have been shied at the public school." Personal observation and examination of the work of seven large cities where some of the later problems are being solved showed the work known as fundamentals is not being neglected.

The introduction of manual training into a school, says Superintendent Foshay, formerly of Los Angeles city schools, may be a fad or it may be made a fundamental. The closest supervision is required that there shall not be violence done to the old line of studies.

It is noticeable that the women's colleges of the country,

such as Smith, Wellesley, Mount Holyoke and others, have no department of home-training, and one of the most prominent of their alumnae states that there is not liable to be for the next six years.

The universities of Madison and Columbia already have good courses and the University of Cincinnati is to introduce home-training this coming September.

When we compare the standards of today with those of a few generations ago, we should expect them not to suffer by the comparison.

The teachers of today are much better prepared, the buildings and equipment average better, the courses are more complete and more logically arranged than ever before for the work that they are intended to do, but the element of work and responsibility for a decade have been wanting. The spectacular has been in evidence.

Athletics to an alarming extent has been allowed to get more than its proportion of time and attention, resulting in dwarfed scholarship and, in some cases, a departure from a strict code of morals.

Some educators of years of successful experience do not hesitate to say that the children of today suffer in comparison with those of 50 years ago.

Judge Draper, commissioner of education of New York, and once the president of the University of Illinois, says: "The chance for a boy to find his work in the schools is lessening rather than enlarging through too much sentimentality in the schools. I do not think our young people are more immoral,—I think they are more moral than the young people of the last generation or the one before that were, but I think they are distinctly more irresponsible, falsely polite on occasions, and distinctly impolite and often impertinent the rest of the time, than their predecessors were; that they have more information and less power; and it is due to the weakening control of the home and to pedagogical philosophies which are either fallacious or are unwisely applied, as well as to work which is undesirable or too much attenuated, in the schools. Let us resume some old-fashioned notions about work, about the child as well as the teacher doing his part of the work, and about the direction and control of children."

The pedagogical philosophy which was construed to mean that there may be scholarship without hard study has done irreparable injury to many a boy and girl in the last ten or fifteen years.

Professor Wendall of Harvard says the boys that Harvard has been getting for the last ten years have grown flabbier and flabbier and flabbier in mind. It is impossible to plow out the grooves that the kindergarten has made. Professor Wendall does not mean to imply that the kindergarten is not good in its place, but that there comes a time for responsibility and work for each person if he would go on in the higher institutions or out into life with a strong and resourceful mind stored in a strong body.

The home, the church and the school each has its work to do in moulding the character of children. Is each living up to the measure of its responsibility and to the fullness of its opportunity? If children are impolite and impertinent, then the home is in the largest measure responsible. If they lack in morals, then the responsibility is not always easy to fix. If they lack in power, the school is in the largest measure responsible. Any teacher will attest that many children's knowledge of the Scriptures is meager. Biblical allusions in literature to the majority of children are so much Greek and the beauty of the figure is lost. One high in church authority asserts that the majority of children do not know whether the Lord's prayer is in the Old Testament or New and the Beatitudes are not of their knowledge. It is also asserted that the work of the Sunday school is haphazard and unsatisfactory. The Bible is excluded from the public schools, but none are denied the right to be guided by the influence of its teachings.

Literature, history, science and art, illumined by the light of the Scriptures, shine with a brilliance to the believer unknown to the atheist. Its teachings should be found in every home.

May the children of the coming years have more fullness of opportunity given to them by the home, the church and the school, to the end that each may be a power for good in some niche of life and all may be in sympathy in mind and heart with the lines of Henry Van Dyke:

"This is the gospel of labor,
Ring it ye bells of the kirk,
The God of love came down from above
To live with the men that work.
This is the rose that he planted
Here in the thorn-cursed soil,
Heaven may be blessed with perfect rest,
But the blessing of earth is toil."

EXTRACTS FROM ARBOR AND PIONEER DAY MANUALS.

To Teachers and District Clerks.

It is requested that you keep and preserve the annual numbers of the Arbor and Pioneer Day Manual as a part of the school library.

The material found in them has been selected and obtained from a large number and variety of sources with the object of providing a permanent collection of literature for the use of both teacher and pupil in the future in connection with the observance of Arbor and Pioneer Days.

W. E. HARMON,

Helena, Montana, Superintendent of Public Instruction.
March 20, 1908.

Prefatory Note.

The object of this manual relating to Arbor and Pioneer Days is one of information and instruction for the children of our schools. Through them we hope the contents of this publication will reach and influence the parents and citizens of every school district in Montana.

Arbor Day means tree planting and the care of trees. Tree planting has taken strong hold upon all classes of people. The planting of class trees has long been a custom in many universities, normal and high schools, and seminaries, while the planting of grade and class trees has also become a custom in many of our rural schools. We are indebted to educators in other states for much information relating to Arbor Day and herein we have freely used their ideas for the instruction of our school children in the full belief that whatever their publications contain ought to be scattered broadcast among our people and school children to arouse among them an active interest in Arbor Day, in tree planting and forest culture.

That our forests have long been threatened with destruction and that they now bear an unfortunate comparison with our forests of a century ago, are facts evident to all and regretted by all alike. It is also a fact that our people are now only beginning to realize the enormous yearly consumption, loss, and even waste, of our timber supplies, and the constant demand annually made upon our forest areas to supply the home and foreign markets with timber.

It is a further fact that the yearly increase and growth of our timber trees bear only a small, almost trifling, comparison with the quantity of timber annually taken from them. How then to preserve our forest areas, how to increase them, how to render them sufficient to supply future demands to be made upon them, all become questions for consideration by our national and state governments.

The American people are slowly beginning to comprehend the enormous forest consumption of the past and present. They ought to be constantly informed in regard to all matters relating to our forest areas, their depletion and restoration. They have always known that, to preserve their bank deposits, they should spend each year never more than the interest accruing upon them, and they are now slowly learning that the best way to preserve their wealth in forests is to take from them each year for timber and for fuel a quantity never greater than their annual growth and increase.

It has taken us a full century to learn these facts and to comprehend their meaning. If this manual results in any degree in bringing the necessity of tree planting and the observance of Arbor Day home to the attention of our school children and to the earnest consideration of our people, its purpose will be accomplished.

The Observance of Arbor Day.

To the School Trustees, Superintendents, Teachers and People of Montana.

Planting trees for the welfare of future generations is the end, aim and object of Arbor Day. Its value is for the future and not for the present to realize. Recommendations and suggestions relating to tree planting upon a national scale would have been unheeded and possibly ridiculed fifty years ago. Now the observance of Arbor Day has become the law of the land. Such is the contrast in public opinion resulting from the

threatened loss and destruction of our forests. I trust you have read the Governor's proclamation relating to the observance of Arbor Day. The proclamations of all of our state executives and that of the President himself a year ago are interesting as showing how the people in all sections of the country have become united in urging the necessity of observing Arbor Day by planting trees for the future welfare of state and nation.

Special days for the observance of special subjects have long been notable features in our schools, but none of them have more of future interest connected with them than Arbor Day.

Tree planting is often regarded as a new occupation requiring a special kind of skilled labor to perform it. Trained tree planters in Montana are few indeed and hard to find. Forestry and agriculture will doubtless be taught in our schools in the future. Our agricultural colleges are providing for tree planting and the science of arboriculture in their courses of study.

Much preliminary work must be done before the day can be properly observed. Let the school grounds and walks be cleared up long before the day arrives. Let the hedges, shrubs, and trees be trimmed and put in order and all the unsightly quantities of debris be carted away. We suggest to you to have all this work completed early so that Arbor Day can be wholly devoted to tree planting and its appropriate exercises. Fix upon some definite plan for the observance of this day and then work to execute it. A few well selected trees planted and cared for this year, as many more next year, and still more during each of the next ten or fifteen years, will establish the custom of tree planting in every district. Our highways, our school grounds, and our home premises, might thus become developed into places of comfort, pleasure and cheer.

We here again express the sentiments of Ex-Gov. Poynter of Nebraska, which appeared in the last Arbor Day Manual: "Let each school boy plant at least one tree which may be a shade for his noon-time of life. Let every man of middle life plant a tree which may grow into a monument of his foresight when his other work is forgotten. Let all our people give up the day to tree planting. Plant shade trees. Plant ornamental trees. Plant fruit trees. Beautify the plains with trees." We fully endorse these sentiments. They have the right ring. They are at once stirring, forcible, strong, practical. They appeal to every citizen, every teacher, every school girl and boy.

The proper observance of Arbor Day always results in greatly improved school grounds, in more attractive school rooms, in beautifying our home lawns and premises, and in a better knowledge of the plants, flowers and birds in the vicinity of home and school. I therefore urge you all to observe the letter and spirit of the Governor's proclamation.

W. E. HARMON,

Helena, Montana, Superintendent of Public Instruction.
March 23, 1908.

**Letter of Superintendent of Public Instruction to the School
Children of Montana.**

Dear Girls and Boys of Montana:

Once more you are given an opportunity to lay aside your daily studies and enjoy a day with Mother Nature. I know that you will all enjoy this holiday (and who does not welcome a holiday), for you have put in good, honest efforts to store your minds with useful knowledge, knowledge that will help you to enjoy life, for you will know because of this knowledge how to improve your opportunities, thereby enabling you to enjoy more fully the advantages given you and will be able to appreciate the beauties of flower and tree, field and meadow, sunlight and shadow. You are looking toward the future. Its possibilities are before you. And while you are planting the seeds of character, while you are making this preparation for the greater part of life's journey, you have an opportunity to plant that which will stand as a monument to your forethought and wisdom. For several years you have shown your public spirit by planting and caring for trees.

This year I am sure you will all plant and prune and water with more care than ever before. Plant to beautify school yard and home grounds, prune to give symmetry and beauty, water to assure life and growth.

This year I would like to have you vote on a state tree. We have the Bitter Root for the state flower, let us this year choose a state tree. I would like you to vote for a state tree and send the result of your vote to the county superintendent. The county superintendent will send the vote of the county to this department, and the result will be announced later. I hope you will think the matter over carefully and then vote for the tree that you think ought to be the Montana tree.

Knowing that you will enjoy the day better if you do some-

thing that in after years will give a home to the feathered songster, shade to the weary traveler, and beauty to the general landscape, I remain,

Cordially,

Helena, Montana,

W. E. HARMON.

March 19th, 1908.

School Gardening.

School gardening becomes a success in every locality where it has been introduced and taught by experts? What does it amount to? It teaches children in a systematic way to raise two pounds of vegetables where only one pound could with difficulty be raised before. What is its end, aim, and object? Soil tilling teaches simple elementary lessons in mixing soils, potting and shifting plants, making hot beds, in preparing ground for the raising of vegetables, in planting and trimming vines and shrubs, mixing and applying fungicides and insecticides, in budding, grafting, etc., etc.—Illinois Arbor and Bird Day Manual, 1906.

What are the results to be secured from it? The children acquire a practical knowledge of gardening by doing the work themselves. It increases and develops their power of observation. "It renders them systematic in their work, quick to grasp ideas and quick to put them into action. The country child learns the practical, businesslike methods of agriculture, gardening and tree planting. The nature of the soil, the importance of fertilization, the conditions essential to the growth of vegetables, flowers and trees, are all taught in a clear, practical manner in the school garden.—North Dakota Arbor Day Manual, 1906.

School gardening teaches children in a systematic way how to prepare ground for plants, shrubs and seeds, how to care for them when growing, how to thin them out, how to keep the soil in proper condition, how to get the greatest good out of them.—Arbor Day Manual, 1906.

"School Gardens" is the title of a report to the United States Department of Agriculture prepared in 1906 by B. T. Galloway, chief of the Bureau of Plant Industry. We wish every school trustee, every teacher, and every citizen could read that report. From it we learn some of the results of school gardening in the public schools of Washington, in several places in Massachusetts, Connecticut, New York, Philadelphia, Cleveland, St. Louis,

and in the Virginia Hampton Institute. In all these schools one opinion prevails and one conclusion is drawn in regard to the practical value of the school garden. It is a necessity. It has come to stay. It teaches the simplest elements of agriculture to our girls and boys. It is related to the common school on a small scale, somewhat as the agricultural college is related to the university on a large scale. Few things, if any, develop a love of industry better than the well kept school garden. "Ever changing Nature lures us on to help some pet plant to grow until we love the work. In the school garden the pupil is the most active factor." In some schools each grade has a special piece of ground set apart for its use in which special kinds of plants are raised and cared for. In other schools the children learn how to prepare and till the soil for the most common kinds of vegetables. Radishes, onions, lettuce, beets, beans, turnips, parsnips, carrots, tomatoes, cabbages, peas, corn and potatoes are all raised. The children are taught the kinds of soil best adapted to produce each kind of vegetable. Garden botany in its practical form is thus taught, and the importance of thorough cultivation of the soil is there impressed upon the children. The effect of this instruction is soon apparent.

Pupils are always quick to imitate their instructors and to put into practical effect the lessons learned at school. When they return home and begin to insist upon changing the old custom and practice of gardening by laying out in squares and rectangles beds for plants, flowers and vegetables, and to prepare them for seeds, flowers, and for the transplanting of vegetables, thus making practical application of the lessons taught them, their parents and the old folks in particular wonder what new ideas and school foolishness have gotten into their heads. But when at harvest time they realize that crops of a far better quality, and often, too, in greater quantity, can thus be raised at much less labor and cost than formerly, they begin to understand and to become convinced that system and science even in gardening produces far better results than their own former crude methods of gardening, and it is safe to predict that in the future, system and not chance, knowledge and not ignorance, will rule and govern them in all things relating to gardening.

The Hoe, Rake and Spade.

The American people are nothing if not practical. They have had their age of fads and nonsense in the school room. They

are a race of thinkers. As originators they have no superiors, as imitators few equals. Always glad to welcome new features and new methods in education when practical and beneficial, they are equally as ready to cast aside old features and old methods when worn out and no longer serviceable. Always critical, always looking for the best results, always up-to-date, always searching for something new and better, they are constantly asking one another, "What new features, if any, might be introduced in our schools that will tend to develop their ideas along educational lines?" "Tilling the soil," is the answer coming from scores of educators. "Teach the children the use of the hoe, rake and spade," say others. "Have a garden and get the best out of it," is the general answer coming from all sections. School gardening has for a long time been a part of the work in many European schools, although it is a subject quite new and unknown to the schools of our country. Our children can master problems in arithmetic. Can they tell you how plants grow? They can read well and can describe and reproduce the contents of their reading lessons in a very creditable manner. Can they handle the rake, hoe and spade equally as well? They know their grammar and have learned much of history. Do they know the value of a garden, how to make one, how to cultivate it, and how to get the most from it?

For a century past, mathematics, literature, history and the classics were the leading features in our schools. Now manual training, domestic science, business instruction, tree planting and school gardening are slowly securing the attention which their importance and value have long merited. The ornamental in education is good, the practical is better. Give us both if possible,—but the latter in preference to the former, if we are obliged to choose one of them. The bread and butter problems, the industrial side of children's lives, their future welfare, and the every day demands to be exacted of them in the future, are now receiving a consideration never before accorded to them.

Teach the boy and girl school gardening. Place the hoe, rake and spade in their hands and teach them their uses. Give them elementary lessons in agriculture. Heed Solomon's admonition: "Train up a child in the way he should go, and when he is old he will not depart from it."

Arbor Day March.

(Air: Marching Through Georgia.)

Celebrate the Arbor Day

With march and song and cheer.

For the season comes to us

But once in every year;

Should we not remember it

And make the mem'ry dear;

Memories sweet for Arbor Day.

Chorus.

Hurrah! Hurrah! The Arbor Day is here;

Hurrah! Hurrah! It gladdens every year.

So we plant a young tree on blithsome Arbor Day.

While we are singing for gladness.

Some Historic Trees.

Note to the Teachers—We suggest to you to allow your pupils to secure information relating to the trees below mentioned, and then to write short descriptions of them for the information of all the scholars and their parents.

1. The Treaty Elm of Philadelphia.
2. The Charter Oak of Hartford, Connecticut.
3. The Liberty Elm of Boston.
4. Washington's Elm at Cambridge.
5. The Burgoyne Elm at Albany, New York.
6. Perry's Willow, on the shore of Lake Erie.
7. The Big Trees of California.
8. The Apple Tree of Appomattox.
9. Shakespeare's Mulberry Tree.
10. The Baobab Tree of the Cape Verde Islands.
11. The Banyan Trees of India.
12. The Cedars of Mount Lebanon.

Suggestive Program.

1. Music—Some familiar song.
2. Reading of Governor's Proclamation.
3. Reading—Arbor Day, "Nebraska's Gift to the States of the Union.
4. Reading and discussion of the Superintendent's letter to the school children of Montana.
5. Song—Arbor Day Anthem.

6. Recitation—Arbor Day.
7. Recitation—My Country.
8. Reading—Area of our forest reserves.
9. Reading—Loss and destruction of our forests.
10. Song—"We Love the Trees."
11. Discussion by pupils, teacher, and visitors; subject, Tree planting, its necessity.
12. Reading—Some Warning Lessons from History. Discussion to follow.
13. Dialogue—"Why We Keep Arbor Day," by seven children.
14. Roll Call—Each child at call of his name to rise and give some memory gem, chip, extract, or quotation, suited to Arbor Day.

Foreword.

The Pioneer Day Manual of last year was largely a case of "Love's Labor Lost," because a large number of our teachers had closed their schools for the year before the manual could be published and sent to them. We believe that the date of Pioneer Day, the last Friday in May of each year, should be changed to some earlier date in the school year, to a date when all of the schools of the state are in session, so that this day can be everywhere fittingly observed. On account of the fact that a very large number of our schools had closed their terms before May 31st last year, while all the others were busy with their closing examinations and exercises, the manual of last year was of little or no value to the children. For this reason it has seemed best to publish it again for use in the schools this year, adding to it such new matters of interest as the past year has brought to light, and to issue it and the Arbor Day Manual together in one publication. By so doing our school children and their teachers will this year secure what they lost last year in good season to make the most of Pioneer Day. We recommend and urge all schools which will close their terms before May 29th, 1908, to observe some day as Pioneer Day before the close of their terms, in order to develop the sentiment and spirit of that day among the school children.

In compliance, therefore, with the spirit and intention of the law setting apart one day in the schools of Montana for the study of its pioneer History, to be known as Pioneer Day, this brief publication has been prepared to be sent to all county super-

intendents for distribution by them to the district clerks and teachers for use in the schools under their supervision.

This publication is a mere compilation and collection of a few facts relating to the pioneers and early history of Montana. The facts, statements and contributions herein appearing are drawn largely from the following works: "History of Montana," by Warner, Beers & Co.; "Illustrated History of Montana," by Joaquin Miller; Contributions to the Historical Society of Montana; "History of the Flathead Indians," by Peter Ronan; "Indian and White in the Northwest," by Rev. P. J. DeSmet; "Historical Directory of Montana," by F. W. Warner; "Pacific History Stories," Montana edition; "Vigilante Days and Ways," by N. P. Langford; T. H. Dimsdale's "Narrative of the Vigilantes," "The Pacific Monthly," and other sources.

"The Old Timer's Lament" and "The Passing of the Prairies" are from the pleasing and ready pen of J. A. McKinley of the Terry Tribune, Custer County. We are also under obligations to Hon. F. B. Linderman for the deep interest he has taken in this publication and for the interesting and instructive articles he has contributed to enliven its pages. By permission of the Pacific Monthly we have published herein a poem entitled "The Vigilantes," by Miss Margaret Ashmun. We trust that the latter half of this publication will result in a desire on the part of our school children to become better acquainted with the Pioneer History of Montana.

W. E. HARMON.

Helena, Montana, Superintendent of Public Instruction.
March 21st, 1908.

Superintendent's Letter to the School Children of Montana.

Dear Children—You will always find it pleasant, profitable and instructive to become familiar with the history of your own county and state, particularly that portion of it relating to the Pioneers of Montana. Your common school education cannot be fully completed until you have secured a competent knowledge of the pioneer history of your own county and state. Those pioneers and settlers who, during the years of our civil war and during the years preceding that event, came to this region before a permanent name was given to it, and who here made their homes, reared their children, encountered the privations, hardships, dangers and perils of those years, and who laid and estab-

lished the foundations of our great commonwealth, are deserving from us all a fitting recognition and remembrance, something more than mere passing notice. Their motives, their purposes, the spirit animating them, what they accomplished, and the names of their leading men and heroic spirits, are all fit and proper subjects for consideration, thought, study, and instruction in all of our schools.

These pioneers, leading characters and founders of our state all have degrees of importance and distinction in the history of our commonwealth similar to those which the pioneer settlers and founders of Virginia, Massachusetts, and other states have in the history of those old commonwealths. We often honor and pay tribute to their pioneers and early settlers. Let us honor our own also.

The history of every state has its bitter and its sweet. Montana has had her dark days and her bright days, her shadow and her sunshine. No pupil can be said to have a good knowledge of the history of his own state unless he studies and becomes acquainted with the years of her adversity as well as the years of per prosperity.

Facts both ugly and grewsome, interesting and instructive, will be found herein among the contributions to these pages. In publishing them we believe in giving to the pupils in the schools of Montana the truth, the whole truth, and nothing but the truth, and in withholding nothing from them, relating to the history, the welfare and the progress of our people.

I trust your teachers and you all will observe Pioneer Day in some fitting and appropriate maner. By so doing you will pay a just tribute and recognition to the founders of our commonwealth, and you will at the same time be securing for yourselves a knowledge of the history of your own county and state valuable to you now and in after years.

W. E. HARMON,

Helena, Montana,

Superintendent of Public Instruction.

March 21, 1908.

Introduction.

"Forsan et haec olim meminisse invabit."—Virgil.

To the pioneers who faced the dangers and endured the hardships of Montana during that memorable decade of her history from 1860 to 1870, and who by force of courage, resolution, en-

ergy and toil succeeded in establishing a great commonwealth where chaos had for ages formerly existed, nothing is more pleasing and welcome than to meet annually in reunion, and there,—like the veteran soldiers of the G. A. R. after the supper is over and the pipes are lighted, while gathering around the campfires—to talk over again the dangers, perils and hardships of that decade. Few only of the characters are now left who were then prominent in laying the foundations of our state and in shaping her destinies. Most of them have crossed the range. They have passed to the great beyond. To perpetuate their memory, to pay a just tribute to them for their efforts in laying the foundations of our commonwealth, to preserve the recollections and history of that decade, to transmit them to posterity, and to instruct the present and rising generations fully in regard to the value and importance of their work, the Legislative Assembly of Montana in 1903 set apart the last Friday in May of each year to be known and designated as "Pioneer Day," to be "devoted by the teachers and children of the public schools to the study and discussion of the Pioneers and Pioneer History of this region. Three distinct periods governed and controlled the region included within the limits of our state since it became a part of our country: First, the period, sometimes called the chaotic period, beginning with the Louisiana purchase in 1803 and ending with the year 1864; second, the territorial period, beginning with the last named year and ending with the year 1889; and, third, its period as a state, beginning in 1889 and continuing unto the present time.

There is, however, another most interesting and exciting period of four years known as the pioneer period beginning with the coming of the first permanent settlers in 1861 and continuing unto 1865, a period in which the notorious road agents, the Blue Beards of the Rockies, and the highwaymen of the western frontier, held high carnival, terrorized many law abiding communities, lived and thrived by plunder, robbery and murder, and, like the nomads of the desert, or the pirates of the Spanish main whose banner was the black flag emblazoned with its hideous skull and crossbones, and whose hands were always lifted up against those of all mankind, were attempting to convert Montana into a Mecca of thieves, a paradise of desperadoes, a land where human life was held at a discount, where the earnings and savings of honest men were considered the prey of every

mountain bandit and Ishmaelite robber then haunting its numerous wilds and fastnesses.

This, too, is often called the heroic period of Montana, a period in which chaos was reduced to order, human life became safe, the rights of all citizens were respected and protected, while robbery, piracy and the mountain bandits, through the persuasive influence of resolute vigilantes, the rifle, drum-head courts, the rope, and the nearest tree, gave way to law abiding communities, to the prosperity of her people, to the development of her mineral resources, stock raising interests and agricultural pursuits.

THE INCOME FUND.

For many years Montana supported her schools by direct taxation. A general tax levy of 4 mills is now provided by each county for its public school fund. This fund is apportioned pro-rata according to the census of school children between the ages of 6 and 21 years. In addition to this each school district through its board of school trustees may lay a special tax not to exceed 10 mills for school maintenance purposes.

By the terms of the enabling act section 16 and 36 were given for the support of the common schools. Nearly 5,000,000 acres of land were given by the general government for school purposes. There are still nearly 2,000,000 acres of unsurveyed school lands.

When all the school lands have been sold there will be in the permanent fund more than \$2,000,000. There was distributed to the several counties of the state \$227,071.90, or \$3.10 to each census child. Below is given the distribution by counties. The proceeds of the sale of these lands constitute a permanent school fund for investment. The funds are invested by the state land board and the increase only from these investments can be used for common school maintenance purposes.

At the present time the permanent investment school fund amounts to \$1,220,226.23, and there is available for permanent investment \$267,342.29 cash. The average rate of income on the permanent investment is 4 1-3 per cent.

The school income fund is derived from:

Interest on deferred payments on sales of lands.

Money derived from leases.

Interest on investments.

Five per cent of sales of government lands.

Funds derived from forest reserve fund.

APPOINTMENT OF SCHOOL INCOME FUND.

Based on Census of School Children.

	Counties—	No. of Children.	\$3.10 Per Capita.
1	Beaverhead	1,413	\$ 4,380.30
2	Broadwater	701	2,173.10
3	Carbon	3,429	10,629.90
4	Cascade	6,708	20,794.80
5	Chouteau	2,443	7,573.30
6	Custer	1,975	6,122.50
7	Dawson	1,480	4,588.00
8	Deer Lodge	3,179	9,854.90
9	Fergus	2,833	8,782.30
10	Flathead	4,553	14,114.30
11	Gallatin	3,845	11,919.50
12	Granite	856	2,653.60
13	Jefferson	1,302	4,036.20
14	Lewis and Clark	4,997	15,490.70
15	Madison	1,915	5,936.50
16	Meagher	522	1,618.20
17	Missoula	3,734	11,575.40
18	Park	2,601	8,063.10
19	Powell	1,186	3,676.60
20	Ravalli	2,699	8,366.90
21	Rosebud	749	2,321.90
22	Sanders	673	2,086.30
23	Silver Bow	12,866	39,884.60
24	Sweet Grass	975	3,022.50
25	Teton	1,015	3,146.50
26	Valley	1,532	4,749.20
27	Yellowstone	3,068	9,510.80
Totals		73,249	\$227,071.90

DIRECTORY OF SCHOOLS FOR 1908-9.

Town.	Superintendent or Principal.	Number Pupils.	Number Teachers.
Anaconda	W. K. Dwyer	1,378	47
Basin	W. R. Wyatt .....	.....	4
Bonner .....	.....	156	3
Belgrade	William Fitzstephens	130	3
Belt	S. A. Remington	600	13
Big Timber	H. N. Blakeway	225	6
Billings	Ward H. Nye	1,955	56
Boulder	Thomas Sheehan .....	.....	..
Bozeman	R. J. Cunningham	1,176	30
Bridger	Mathias C. Ferguson	128	3
Butte	R. G. Young	7,450	217
Cascade .....	.....	88	4
Chinook	G. H. Willman	209	7
Chouteau	H. C. Thompson	112	5
Columbia Falls	F. A. Clothier	206	5
Columbus	J. H. Doyle	200	6
Corvallis	Norman E. McCall	131	4
Culbertson	J. W. Dale	337	12
Deer Lodge	C. W. Street	249	6
Dillon	C. L. Robbins	362	11
East Helena	Eva Harrington	157	6
Eureka	A. J. Smith	161	4
Forsyth	W. F. Clark	318	13
Fort Benton	J. W. Lenning	200	7
Glasgow	H. A. Brown	340	13
Glendive	E. A. Bixler	421	11
Great Falls	S. D. Largent	2,597	75
Havre	T. J. Troy	450	11
Harlem	Agnes Atkinson	101	5
Harlowton .....	.....	57	1
Hamilton	D. S. Williams	570	14
Helena	R. J. Condon	2,235	73
Hinsdale	E. V. Dye	57	2
Kalispell	S. D. Wetland	1,106	26
Kendall	E. V. Griffin	226	4
Laurel	W. A. Longley	196	4
Lima	T. S. King	82	3
Lewistown	H. A. Davee	714	18
Livingston	W. A. Jennings	920	32
Logan	Ella Cope	50	2
Malta	J. H. Atwood	125	3
Manhattan	Leslie R. Root	82	2
Marysville	Benton Welty	135	3
Miles City	H. P. Leavenworth	749	29
Missoula	J. U. Williams	1,561	37
Nehart	Frank L. Houston	64	2
Park City	B. F. Stone	131	3
Phillipsburg	G. T. Bramble	321	7
Plains	L. E. Edwards	160	4
Pony	O. W. Wilkins	141	4
Red Lodge	L. D. Fallis	731	16
Somers .....	.....	231	4
Sheridan	Lee Tower	184	5
Stevensville	J. F. Sharp	240	5
Stockett	Arthur Nicholson	307	7
Townsend	J. W. Seibold	152	8
Twin Bridges	J. D. Williamson	76	3
Victor	J. H. Holst	137	4
Virginia City	D. S. Clinger	117	5
Whitehall	W. H. Shipley .....	.....	..
White Sulphur Springs	L. V. Jackson	120	5
Wibaux	F. P. Baird	154	6
Total .....	.....	31,719	917

TEXT-BOOKS.

Montana provides for a uniform system of text-books in the grades. The people of Montana have been committed to state uniformity in text-books for years. There is no disposition to change the system. The law in its present form was enacted in February, 1907. It provides for a State Text-Book Commission of seven members appointed by the Governor; five of the members shall be men actively engaged in common school work. The terms of three members first appointed shall be for a period of three years, and the terms of four members first appointed shall be for a period of four years, at the expiration of the term for which each was first appointed the Governor shall appoint for a period of five years. All books shall be chosen for a period of five years and all books chosen shall be of the latest revised editions and the contract price shall not exceed the lowest wholesale price, f. o. b. Chicago, given to any state.

The present Text-Book Commission is composed of the following men: W. E. Harmon, State Superintendent, Chairman; Superintendent R. J. Condon, Helena, Secretary; Superintendent S. D. Largent, Great Falls; Principal L. R. Foote, Dillon; Principal Lewis Terwilliger, Livingston; Ex-Governor Robert B. Smith, Big Fork; Mr. W. E. Chambers, Butte.

The following lists were adopted by the commission and have been in use in the state since September 1, 1907, and are giving general satisfaction.

ARITHMETIC.

PUBLISHER AND NAME OF TEXT-BOOK.		Exchange Price.	F. O. B. Chicago Price.	Retail Price.
B. H. SANBORN & CO., Chicago, Ill.				
Southworth-Stone—				
Three Book Series,	{	Book 1 .....	.15	.21½
		Book 2 .....	.18	.26
		Book 3 .....	.18	.26
Two Book Series,	{	Book 1 .....	.21	.32
		Book 2 .....	.25	.38

LANGUAGE AND GRAMMAR.

PUBLISHER AND NAME OF TEXT-BOOK.	Exchange Price.	F. O. B. Chicago Price.	Retail Price.
GINN & CO., Chicago, Ill. With Pen and Pencil (grades 2 and 3).....	.18	.26	.35
HOUGHTON, MIFFLIN & CO., Boston, Mass. Webster Cooley Language—			
Three Book Course, Book 1 (grade 4).....	.23	.34	.45
Book 2, Part 1 (grade 5) .....	.23	.34	.45
Book 2, Part 2 (grade 6) .....	.23	.34	.45
One Book Course, Book 1 (grades 4, 5, 6) (Basis of State Course)	.30	.45	.60
MACMILLAN & CO., New York, N. Y. Modern English Grammar, Book 2 (grades 7, 8)	.36	.45	.60

GEOGRAPHY.

PUBLISHER AND NAME OF TEXT-BOOK.	Exchange Price.	F. O. B. Chicago Price.	Retail Price.
EDUCATIONAL PUB. CO., Chicago, Ill. Home Geography for Primary Grade, (grades 2 and 3) .....		.42	.60
GINN & CO., Chicago, Ill. First Steps in Geography ... ..	.30	.49	.65
Montana Higher Geography .....		.75	1.00

SPELLING.

PUBLISHER AND NAME OF TEXT-BOOK.	Exchange Price.	F. O. B. Chicago Price.	Retail Price.
DOUB & CO., San Francisco, Cal. Graded Lessons in Spelling, Combined .....	.25	.29	.35
Graded Lessons in Spelling, { Part 2 ....	.20	.25	.30
{ Part 1 .....	.20	.25	.30

WRITING.

PUBLISHER AND NAME OF TEXT-BOOK.	Exchange Price.	F. O. B. Chicago Price.	Retail Price.
B. D. BERRY & CO., Chicago, Ill. Berry's Writing Books, 1, 2, 3 and 4, each.....		.064	.08
Berry's Writing Books, 5 and 6, each ... ..		.08	.10

CIVICS.

PUBLISHER AND NAME OF TEXT-BOOK.	Exchange Price.	F. O. B. Chicago Price.	Retail Price.
SCOTT, FORESMAN & CO., Chicago, Ill. Civics for Montana Students .....	.45	.57	.75

PHYSIOLOGY.

PUBLISHER AND NAME OF TEXT-BOOK.	Exchange Price.	F. O. B. Chicago Price.	Retail Price.
GINN & CO., Chicago, Ill. Good Health .....	.20	.30	.40
AMERICAN BOOK CO., Chicago, Ill. New Century Elementary Physiology .....	.35	.60	.75

HISTORY.

PUBLISHER AND NAME OF TEXT-BOOK.	Exchange Price.	F. O. B. Chicago Price.	Retail Price.
CHAS. SCRIBNER'S SONS, New York, N. Y. American Leaders and Heroes, Gordy .....		.45	.60
History of the United States, Gordy .....		.75	1.00

READING.

PUBLISHER AND NAME OF TEXT-BOOK.	Exchange Price.	F. O. B. Chicago Price.	Retail Price.
W. H. WHEELER & CO., Chicago, Ill. Wheeler's Graded Primer .....	.10	.20	.25
CHAS. E. MERRILL CO., New York, N. Y. Graded Literature—			
Book 1 .....	.14	.20	.25
Book 2 .....	.20	.32	.40
Book 3 .....	.23	.36	.45
Book 4 .....	.25	.40	.50
Book 5 .....	.25	.40	.50
Book 6 .....	.25	.40	.50
Books 5 and 6, combined .....	.35	.56	.70
RAND, McNALLY & CO., Chicago, Ill. Literary Readings .....	.38	.50	.67

SUPPLEMENTARY ARITHMETIC.

PUBLISHER AND NAME OF TEXT-BOOK.	Exchange Price.	F. O. B. Chicago Price.	Retail Price.
D. APPLETON & CO., New York, N. Y.			
Young & Jackson's—			
Book 1 .....		.26	.35
Book 2 .....		.30	.35
Book 3 .....		.30	.40

SUPPLEMENTARY LANGUAGE AND GRAMMAR.

PUBLISHER AND NAME OF TEXT-BOOK.	Exchange Price.	F. O. B. Chicago Price.	Retail Price.
D. C. HEATH & CO., Chicago, Ill.			
Two Book Course in English—			
Book 1 .....	.20	.26	.35
Book 2 .....	.39	.45	.60

SUPPLEMENTARY GEOGRAPHY.

PUBLISHER AND NAME OF TEXT-BOOK.	Exchange Price.	F. O. B. Chicago Price.	Retail Price.
CHAS. SCRIBNER'S SONS, New York, N. Y.			
King's Elementary .....	.33	.49	.65
RAND, McNALLY & CO., Chicago, Ill.			
Dodge's Elementary .....		.45	.60
Dodge's Advanced .....		.90	1.20
AMERICAN BOOK CO., Chicago, Ill.			
Carpenter's North America .....		.48	.60
Carpenter's South America .....		.48	.60
Carpenter's Asia .....		.48	.60
Carpenter's Australia .....		.48	.60
Carpenter's Africa .....		.48	.60
Carpenter's Europe .....		.56	.70

SUPPLEMENTARY PHYSIOLOGY.

PUBLISHER AND NAME OF TEXT-BOOK.	Exchange Price.	F. O. B. Chicago Price.	Retail Price.
GINN & CO., Chicago, Ill.			
Gulick's Series, Book 3 .....	.25	.38	.50
D. C. HEATH & CO., Chicago, Ill.			
Stoneroad's Gymnastic Stories and Plays....		.50	.75
School of Gymnastics Free-Hand		1.00	1.50
School Gymnastics with Light Apparatus		1.25	1.75

SUPPLEMENTARY HISTORY.

PUBLISHER AND NAME OF TEXT-BOOK.	Exchange Price.	F. O. B. Chicago Price.	Retail Price.
DOUB & CO., San Francisco, Cal. History of the United States .....	.70	.92	1.10
RAND, McNALLY & CO., Chicago, Ill. Mace's School History of U. S. ....		.75	1.00
CHAS. E. MERRILL CO., New York, N. Y. The Young American .....		.45	.60
Heroes of History .....		.45	.60
Stories from American History .....		.30	.40
EDUCATIONAL PUB. CO., Chicago, Ill. Stories of Colonial Children .....		.48	.60
American History Stories, Vol. 1-4.....		.40	.50
Stories of Old Rome .....		.48	.60
World History in Myth and Legend.....		.32	.40
HOUGHTON, MIFFLIN & CO., Boston, Mass. American Hero Stories .....	.28	.41	.55
Our Country's Story .....	.33	.48	.60
England's Story .....		.65	.85
CHAS. SCRIBNER'S SONS, New York, N. Y. American Explorers .....		.38	.50
SCOTT, FORESMAN & CO., Chicago, Ill. Davidson's History of U. S. ....	.40	.50	.65
AMERICAN BOOK CO., Chicago, Ill. Stories of Great Americans for Little Americans .....		.32	.40
Stories of American Life and Adventure.....		.40	.50
Story of the Greeks .....		.48	.60
Story of the Romans .....		.48	.60
Story of the English .....		.52	.65
Story of the Great Republic .....		.52	.65
Story of the Thirteen Colonies .....		.52	.65

SUPPLEMENTARY READING.

PUBLISHER AND NAME OF TEXT-BOOK.	Exchange Price.	F. O. B. Chicago Price.	Retail Price.
HOUGHTON, MIFFLIN & CO., Boston, Mass. Riverside Literature Series— Single Numbers .....		.18 $\frac{3}{4}$	.25
Double Numbers .....		.30	.40
Triple Numbers .....		.37 $\frac{1}{2}$	.50
Quadruple Numbers .....		.45	.60
Quintuple Numbers .....		.56 $\frac{1}{2}$	.75
Special Number 5 .....		.33 $\frac{3}{4}$	.45
The Story Hour .....	.60	.75	1.00
Tow to Tell Stories .....	.60	.75	1.00
Hiawatha Primer .....		.30	.40
SILVER, BURDETT & CO., Chicago, Ill. Rational Method in Reading— Manual .....		.27	.36
Primer .....		.27	.36
First Reader .....		.27	.36
Second Reader .....		.33	.44
Third Reader .....		.36	.48
Stepping Stones to Literature— Arnold Primer .....		.23	.30
Book 1 .....		.23	.30
Book 2 .....		.30	.40

SUPPLEMENTARY READING—(Continued.)

PUBLISHER AND NAME OF TEXT-BOOK.	Exchange Price.	F. O. B. Chicago Price.	Retail Price.
Book 3 .....		.38	.50
Book 4 .....		.45	.60
Book 5 .....		.45	.60
Book 6 .....		.45	.60
Book 7 .....		.45	.60
Book 8 .....		.45	.60
LITTLE, BROWN & CO., Boston, Mass.			
Wide Awake Primer .....		.22	.30
Boy Blue and His Friends .....		.30	.40
GLOBE SCHOOL BOOK CO., New York, N. Y.			
Practical Primary Reading Chart		10.00	15.00
EDUCATIONAL PUB. CO., Chicago, Ill.			
Story of King Arthur .....		.32	.40
Cricket on the Hearth .....		.20	.25
Christmas Carols .....		.20	.25
Stories of the Red Children .....		.32	.40
D. C. HEATH & CO., Chicago, Ill.			
Gordon's Readers—			
Book 1 .....		.22	.30
Book 2 .....		.22	.30
HINDS, NOBLE & ELDRIDGE, New York, N. Y.			
Approved Selections for Reading and Memorizing .....		.20	.25
CHAS. E. MERRILL CO., New York, N. Y.			
Maynard's English Classics—			
Single Numbers, Paper .....		.09	.12
Single Numbers, Board .....		.15	.20
Double Numbers, Cloth .....		.19	.25
Special Numbers .....		.22-.37	.30-.50
Grimm's Fairy Tales .....		.30	.40
Graded Poetry .....		.16	.20
CHAS. SCRIBNER'S SONS, New York, N. Y.			
Robert Louis Stevenson's Reader .....		.30	.40
Eugene Field's Reader .....		.30	.40
Scribner's Series of School Reading .....		.38	.50
RAND, McNALLY & CO., Chicago, Ill.			
The Tree Dwellers .....		.34	.45
Moth Goose Village .....		.34	.45
Eskimo Stories .....		.30	.40
The Early Cave Men .....		.34	.45
Later Cave Men .....		.31	.45
Child's Garden of Verses .....		.38	.50
Japanese Fairy Tales .....		.38	.50
Classic Myths .....		.26	.35
Viking Tales .....		.26	.35
Norse Stories .....		.35	.40
Four Old Greeks .....		.26	.35
Achilles and Hector .....		.34	.45
AMERICAN BOOK CO., Chicago, Ill.			
Fifty Famous Stories Retold .....		.28	.35
Thirty More Famous Stories .....		.40	.50
Fairy Stories and Fables .....		.26	.35
The Golden Fleece .....		.40	.50
Nature's Stories on the Farm .....		.32	.40
NEWSON & CO., New York, N. Y.			
Spaulding & Brice, First Reader .....		.24	.32

STATE ORPHANS' HOME, TWIN BRIDGES.

An institution for the care and education of dependent children is located at Twin Bridges, Madison county. Its full legal name is "Home for Orphans, Foundlings and Destitute Children." This being too cumbersome for daily use it was naturally abbreviated, and the institution is now popularly known as "The Orphan's Home." This gives a wrong impression. Many people think it is an institution for orphans only. As a matter of fact, full orphans comprise a very small per cent of its inmates. Orphanage is not a condition of admission. The evident design of the institution was to furnish a home and school for the destitute and dependent children of Montana, under the age of twelve years, for whom other provision was not made. The board of trustees has so construed its purpose.

Other states, as Michigan and Minnesota, call their institutions, which are practically the same as ours in purpose and method, "The State Public School." One other word is needed to make the name adequately descriptive—"home." It would then be the "State Home and Public School." The institution is no less a home than a school.

This institution is a necessary part of our public school system. It or something similar is involved in any compulsory or beneficent scheme of education. The public school seeks to give every child a common school education and an opportunity for a high school training and at public expense. If a child should be found to be homeless and destitute, the public, to be consistent, must provide for its care and education. It is easy to see that the state can do this better and at less expense than the city or county.

Its Scope.

The institution aims to do more for the children than to furnish board, clothes and a place to sleep. It endeavors to educate and train the children to habits of industry and whatever is best calculated to lead them to useful, honorable citizenship; in a word, to restore to them, as far as possible, that of which they have been deprived by misfortune and adversity. This work is, at least, threefold:

First—To provide for their physical needs.

Second—To restore them to relatives, where this is possible and consistent with the best interests of the child.

Third—To give such education as will fit them for self-support and good, useful citizenship.

The Placing Out Policy.

The law gave the management the right to place children in homes whenever the best interests of the children seemed to require it. The same law safeguarded the interests of the parent by requiring the institution to keep children for, at least, one year, in case either parent was living, before placing them out in homes. If a parent did not make claim, accompanied by evidence of ability to provide by that time, then children could be placed in homes at the discretion of the Board of Trustees.

Since the opening of the home in the fall of 1894, fourteen years ago, 860 children have been admitted. The present number of inmates is 124. This means that the institution in fourteen years has disposed of 736 children. Many of these, in fact, a majority, were returned to parents and other relatives. Many others were placed in good homes. Quite a number became self-supporting and found lucrative employment. The management secured work for them in many instances. Eighty-five were sent to other states.

Thus it is seen that the institution has given a temporary home and care to hundreds of children. It has restored many of them to their parents or other relatives. It has kept many others until they were able to make their own way in the world. The institution saves money to the state, and what is a far more important consideration, saves the children. The present Trustees are:

Patrick Carney, President, Waterloo, Mont.

Amos Eastman, Secretary, Twin Bridges, Mont.

A. J. Wilcomb, Twin Bridges, Mont.

W. M. Oliver, Dillon, Mont.

Marcus Elser, Laurin, Mont.

Wiley Mountjoy, Superintendent.

Mrs. Wiley Mountjoy, Matron.

MONTANA STATE SCHOOL OF MINES, BUTTE.

Faculty.

The faculty of the Montana School of Mines consists of five professors, one assistant professor, and two instructors. All of these men have been drawn from the fields of practice, each having obtained marked success in the field of his specialty.

Students.

During the year 1908 there have been 87 students in regular attendance at the school. Sixteen of this number graduated last June. Most of the students are of mature years, well acquainted with the demands that will be made of them as engineers and eager to obtain the best possible preparation for their chosen work.

Requirements for Admission.

To be admitted to the Montana School of Mines a student must be a graduate of an accredited high school of this state or he must have had an equivalent training. An exception is made, however, of miners or smeltermen of mature years. Such applicants are admitted as special students without examination to pursue such subjects as they may be prepared to follow.

Equipment.

General—The equipment of the school is laid out with a view to giving the students practice under commercial conditions as nearly as they may be obtained. Thus the surveying is conducted with the regular mine equipment in some of the mines in Butte. The assaying and chemical work is carried on similar to the regular commercial practice, attention being given to both accuracy and speed. Much of the ore dressing is conducted with large samples using full sized commercial machines.

Buildings—The main building of the school is a substantial brick structure of fireproof construction. The dimensions are 118 feet by 94 feet, and four floors are available for class room and laboratory work. The metallurgical laboratory is 72 feet by 110 feet and is devoted exclusively to experimental work in metallurgy and ore dressing.

Metallurgy and Ore Dressing—The equipment for these subjects occupies the first floor of the main building and the metallurgical building. There are two chemical laboratories, a furnace room for assaying, a balance room, an ore preparation room, and general laboratory rooms. The larger equipment

for ore dressing consists in part of a battery of stamps and amalgamating plates, various types of crushers and rolls, elevators, trommels, sizing screens, jigs, Huntington mill, concentrating and slime tables, hydraulic classifiers, a magnetic separator, etc. The metallurgical laboratory contains a complete cyanide plant of five tons capacity, a small chlorination plant, roasting furnaces, bullion furnaces, etc.

Mining Engineering—Ample drawing rooms are especially well equipped and lighted for the classes in drawing. Engineering instruments are provided so that this work may be carried on with the highest possible efficiency.

Mineralogy and Geology—The collection of minerals and rock specimens, both for lecture purposes and student use, are exceptionally complete. There are well equipped laboratories, a full supply of apparatus including photographic microscopes, hand specimens, slides, etc. There is also an excellent set of mine models, charts, maps, etc., setting forth special features of economic geology.

Excursions—A review of the essential features in the equipment of the School of Mines would not be complete without mention of the many advantages to be derived from the mines and smelters in the vicinity of Butte. Through the courtesy of the mining companies and the individual foremen and miners, the students of the school have every proper opportunity of visiting these plants and observing the operations therein conducted. The sophomores are given six weeks in practical underground surveying. The junior class spends six weeks in geological field work, partly in the mines and partly above ground. The junior and senior classes spend about four weeks altogether in the various smelters in Butte and other cities of Montana. Aside from these visits, there are many short trips conducted for the purpose of seeing some special operation that may be interesting to the students. One afternoon per week is regularly laid aside for this purpose.

DEAF, BLIND AND FEEBLE-MINDED SCHOOL.

The number of pupils enrolled during the year was 120. This number is more than can be accommodated with the present equipment. There were 47 in the school for the deaf, 19 in the school for the blind, and 54 in the school for backward children.

Twenty-four counties were represented:

Counties—	No. of Pupils.	Counties—	No. of Pupils.
Beaverhead	3	Madison	4
Broadwater	1	Missoula	7
Carbon	1	Park	6
Cascade	10	Powell	1
Chouteau	4	Ravalli	3
Crow Reservation	1	Rosebud	1
Dawson	1	Sanders	2
Deer Lodge	1	Silver Bow	29
Fergus	7	Sweet Grass	4
Flathead	5	Teton	1
Gallatin	3	Valley	1
Jefferson	5	Yellowstone	3
Lewis and Clark	14		

There are also 2 tuition pupils from the state of Wyoming.

Administration.

The school should not longer remain in its cramped quarters. There are really three schools in one. Each school is entirely separate and distinct in methods of education, needs of pupils, and questions of discipline. Montana is the only state in the union where such a combination exists. The departments should now occupy separate buildings.

In order to unify the work of the three schools, we have called a council meeting every Wednesday evening, consisting of Mr. Forrester of the school for the deaf, Mr. Marris of the school for the blind, and Mr. Smith of the training school. They report on the progress of the work in each school during the past week. We go over matters of general interest and settle the countless little disputes and difficulties that are continually arising. The matrons and supervisors are also called together once a week and the affairs of the domestic departments of the three schools are discussed.

The School for the Deaf.

The great cause for dispute between the leading authorities in the deaf work is whether deaf children should be taught wholly by speech, lip-reading and writing, or whether manual spelling and the sign language should be used as well. The former is called the oral method, and the latter the combined system of teaching the deaf. We favor the oral method and believe that at least 75 per cent of the deaf should be taught in purely oral classes.

On the other hand, we will always have a certain per cent of backward deaf children who are physically or mentally unable to read the lips and to learn to speak. Defective eyesight is an insurmountable obstacle to good lip-reading. Imperfect vocal organs preclude clear speech. Defective teeth, lips, tongue, palate or pharynx will assist in making speech for the deaf unintelligible. In a state school we cannot choose our pupils, but must take the dull and defective deaf children along with the bright ones. This is a problem faced by the best oral schools in the country.

The School for the Blind.

There is considerable feeling between the advocates of the New York Point and American Braille. We use the American Braille and I believe after learning to read and write both systems that it has superior advantages. It really doesn't matter much which of the two systems is used.

School for Backward Children.

There is a good deal in a name when that name is applied to the mentally deficient children in our care. It doesn't do any good to call a spade a spade when it hurts the feelings of a loving mother. The terms idiot, imbecile, and feeble-minded, carry a sting and reproach that no child who has attended our school will ever outgrow. When a boy, as some of our boys have, re-enters the public schools it is hard for him to hear his comrades remark: "You needn't expect anything from Willie, he used to go to the feeble-minded school at Boulder." The parents of our children especially dislike the term "feeble-minded." I therefore suggest that the school for feeble-minded be officially known as "The Montana Training School for Backward Children. "Backward Children" covers the ground, spares the feelings of the parents and brighter children, and

calls to mind no pictures of barred windows, straight jackets and drooling idiots.

There is something of a controversy among the leaders of the feeble-minded work between the medical men and the school teachers.

The majority of the men at the head of institutions of this kind are doctors, though there are several very successful schools which have school teachers as superintendents. The tendency among the doctors, with a few notable exceptions, is to look at their charges from the medical or pathological standpoint. The school teachers naturally emphasize the educational features of their institutions. Our institution was established as a school and I trust that no matter how large it may grow it will always remain an educational institution. Last summer I saw some 5,000 feeble-minded children of all grades. Less than one per cent of these were incapable of some physical or mental training. I believe that each child, no matter how defective he may be, should be brought to the greatest efficiency of which he is capable. If he learns to do nothing more than to pick up stones, or to carry wood to the kitchen, our training is not in vain.

L. E. MILLIGEN, Supt.

THE UNIVERSITY OF MONTANA.

Since the last biennial report of the Department of Public Instruction (December, 1906), the University of Montana has made substantial progress in various directions. Without repeating the historical facts about the university given in earlier reports, this summary statement will deal mainly with recent development and plans already sanctioned for the immediate future.

The first significant fact to be noted is the almost total disappearance of the preparatory department with the opening of instruction in September, 1908. No new students were enrolled in this department, and no more will be received below collegiate standing. The university henceforth depends entirely upon four-year high schools for the preparation of its students. The faculty will give their time wholly to collegiate instruction and advanced investigation, with corresponding results. The new building just completed at the expense of the state will give better quarters for the library, and will afford more ample

class rooms for several departments. Additions to the heating plant make satisfactory provision for needs of that character. The interior arrangements of University Hall and Science Hall are to be mentioned for the better accommodation of chemistry, physics, engineering, and other departments. Laboratory facilities for a new department of forestry will be provided during the present year.

Pressing needs in the matter of buildings are a young men's dormitory, to match the Woman's Hall; a laboratory hall for chemistry, physics, biology, forestry, geology—thus giving engineering departments full use of the present buildings; and a President's house.

Laboratories and libraries have been considerably improved within the last two years, but their growth has hardly kept pace with the demands of good scholarly standards. Larger expenditures for books and apparatus are imperative.

The accumulation of materials for a scientific museum has advanced steadily. Only the lack of space prevents the display and utilization of many valuable collections.

The faculty of the university consists of the following persons:

Clyde A. Duniway, Ph. D., President.

Cynthia E. Reiley, B. S., Assistant Professor of Mathematics.

William N. Aber, A. B., Professor of Latin and Greek.

Frederick C. Scheuch, B. M. E., A. C., Professor of Modern Languages.

Morton J. Elrod, Ph. D., Professor of Biology.

Frances Corbin, B. L., Professor of Literature.

William D. Harkins, Ph. D., Professor of Chemistry.

Jesse P. Rowe, Ph. D., Professor of Physics and Geology.

William F. Book, Ph. D., Professor of Psychology and Education.

James S. Snoddy, A. M., Professor of English and Rhetoric.

Joseph H. Underwood, Ph. D., Professor of History and Economics.

Louis C. Plant, M. S., Professor of Mathematics.

Nathaniel R. Craighill, S. B., Dean of Engineering School.

Eloise Knowles, Ph. B., Instructor in Drawing.

Mrs. Blanche Whitaker, Director of School of Music.

Mary Stewart, A. B., Dean of Women.

Gertrude Buckhouse, B. S., Librarian.

James Rhodes, Director of Physical Training.

Allston Dana, Assistant in Engineering.

Walter Arthur, A. B., B. S., Assistant in Chemistry.

Course of Study.

The entire scheme of courses of study is in process of revision by the faculty, the changes to go into effect next September. For the present the following statement covers the general organization of collegiate work:

Collegiate Courses of Study.

The university offers the following general courses of instruction:

A.—A classical course, leading to the degree of A. B.

B.—A course in letters, leading to the degree of A. B.

C.—A scientific course, leading to the degree of B. S.

D.—A pre-medical course, leading to the degree of B. S.

E.—A course in mechanical engineering, leading to the degree of B. S. in Engineering.

The work of the year is divided into equal semesters. One hour's work is one hour recitation or lecture through one semester, with the required preparation. Two and one-half hours of laboratory work, shop work, or drawing counts the same as one of the lectures or of recitation. At least one hundred and thirty hours as here defined are required for graduation. A student's choice of elective work is subject to the approval of the faculty, which reserves the right of refusing to give any elective course for which there are less than three approved applicants.

Admission to Collegiate Courses.

Candidates for admission to the first year class in any of the collegiate courses of the university must be at least sixteen years old and present evidences of good moral character.

Students coming from other colleges and universities must bring certificates of honorable dismissal.

Admission may be made:

(a)—By certificate.

1. Graduates of the accredited high schools of Montana are admitted to the collegiate departments of the university on presentation of their diplomas, accompanied by a certificate from the superintendents of their respective schools.

2. Students coming from any other school or college are required to bring all grade cards, certificates or diplomas that they may possess, together with written statements from teachers, superintendents or principals, in order that a proper estimate may be made of their past work.

(b)—By examination.

Examinations for entrance will be given on days set in the calendar of the catalogue.

Requirements for 1908-1909.

On the basis of a four years' preparatory course, fifteen units will be required for admission.

The term unit means one subject pursued for at least thirty-six weeks with not less than five recitations per week of not less than forty minutes each.

The following is the list of the subjects from which choice must be made, and of the number of units which may be selected in each subject:

English Composition or Literature, 3 or 4.

Mathematics (algebra and geometry), 3.

Mathematics (trigonometry), $\frac{1}{2}$.

History, 1, 2 or 3.

Latin, 2, 3 or 4.

German, 2, 3 or 4.

French, 2, 3 or 4.

Physics, 1.

Chemistry, 1.

Biology, 1.

Botany, 1.

Zoology, 1.

Freehand Drawing, $\frac{1}{2}$.

When biology is elected, credit cannot be given for botany and zoology.

The fifteen units required for admission must include the following:

English composition and rhetoric, 3.

Mathematics (algebra, geometry—plane and solid), 3.

Physics, 1.

History, 1.

Latin, German or French, 2.

The remaining five units may be selected from the list above.

Four units of Latin are required for the classical group.

Baccalaureate Degrees.

The university grants the following baccalaureate degrees for undergraduate work:

I. The degree of Bachelor of Arts to those who complete either the Classical group or the Literary group in the College of Liberal Arts.

II. The degree of Bachelor of Science to those who complete the Scientific course.

III. The degree of Bachelor of Science in Engineering to those who complete the course in Engineering.

Advanced Degrees.

Master of Arts, Master of Science.—The degree of Master of Arts or Master of Science will be conferred upon resident graduates on the following conditions:

I. The candidate must be a graduate of this university, or a university or college of good standing, as approved by the faculty.

II. He must have pursued, during one or more years, a course of graduate study at this university, the minimum requirement of work being represented by forty hours of credit.

III. The candidate may pursue one major study and two minors, one major and one minor, or may devote his entire time to the major, the division of time and arrangement of work to receive the recommendation of the department in which the major work is taken and the approval of the faculty. In any case, one-half of the candidate's work must be on the major subject.

IV. The minor or minors must be closely allied to the major subject, provided, however, that any candidate, in residence for two or more years, may select any approved subject as a second minor for a degree.

V. All courses of study leading to advanced degrees are subject to approval, first, by the head of the department of the university in which the major subject for each student belongs; second, by the faculty. The signatures of the heads of the departments in which the chosen minor subjects belong must also be obtained. This list of studies with the approval signatures must be deposited with the secretary of the faculty. No changes may subsequently be made except under the same line of ap-

provals, but extension of time may be arranged with the professors concerned.

VI. He must submit a thesis showing marked attainment in some branch of learning. The subject of the thesis must be announced to the faculty for approval, not later than the second Friday in December, and the thesis itself must be presented to the examining committee at a date to be set by the professor in charge of the thesis work, not later, in any case, than May 20th of the year in which the degree is expected.

VII. He must, at the close of his course, pass a satisfactory examination, either oral or written, or both, conducted by a committee which shall consist of three professors, selected by the faculty for this purpose.

VIII. The degree of Master of Arts will be conferred only upon the completion of a course mainly literary in character, and the degree of Master of Science upon one mainly scientific. The degree of Mechanical Engineer will be conferred on those holding the degree B. M. E. on the same conditions as in the other courses.

IX. Graduate students pursuing courses for the Master's degree may, by special permission of the faculty, carry a portion of the work in absentia; but at least one-half the work must be done in residence.

Advanced degrees of Master of Arts and Master of Science may be conferred on postgraduate students who pursue successfully courses of study approved by the faculty and the department concerned.

The catalogue of the university will be sent on request.

REQUIREMENTS FOR ADMISSION TO THE COLLEGIATE DEPARTMENTS OF THE UNIVERSITY OF MONTANA.

1. Applicants for admission as undergraduates must be at least sixteen years of age and must have completed the admission requirements as here described.

2. The term "unit" means one subject pursued for thirty-six (36) weeks with not fewer than four (4) recitations of not less than (40) minutes each per week.

3. The following is a list of the subjects from which choice

must be made, and also the number of units which may be selected in each subject:

English, composition and literature	3 or 4 units
Mathematics (algebra and geometry)	3 units
Physics	1 unit
Latin	2, 3 or 4 units
German	2, 3 or 4 units
French	2, 3 or 4 units
History	1, 2 or 3 units
Chemistry	1 unit
Botany, zoology, or biology, each	1 unit
Trigonometry	$\frac{1}{2}$ unit
Free hand drawing	$\frac{1}{2}$ unit

When biology is elected credit can not be given for botany and zoology.

Fifteen units are required for admission. These fifteen units must include the following:

English, composition and rhetoric	3
Mathematics (algebra, $1\frac{1}{2}$ units; plane and solid geometry, $1\frac{1}{2}$ units	3
Physics	1
Latin, German or French	2
History	1

The remaining five units may be selected from the above list.

SUMMARY OF THE ANNUAL REPORT OF THE PRESIDENT OF THE MONTANA STATE NORMAL COLLEGE FOR THE YEAR ENDED NOV. 30, 1908.

A list of pupils in attendance is given showing that every county in Montana is represented, and eleven students are enrolled from other states.

While naturally, in a state of such geographical extent, the larger numbers are in those counties nearer to the location of the college, yet the attendance is by no means local. It will be noticed that less than 17 per cent of the number are residents of Beaverhead county. I believe that very few institutions of this character can make a showing of this sort, even in states where less traveling is required to reach the institution than in Montana.

Since the date of my last report thirty-two persons have grad-

uated at the state normal college, two of whom completed the four years course for the degree of bachelor of pedagogy, and the others the three years course. All these persons are now teaching in Montana. With the exception of one who is connected with the Montana Wesleyan University, all are engaged in the work of the public schools. As showing how extensively they are scattered, I may mention that members of this class are to be found in the schools of seventeen different counties of the state. Graduates of former years increase this number, so that there is no county where some of the graduates are not to be found. Five of the graduates, besides one former student, have just been elected as county superintendents.

All that any school can accomplish is to do the best it can with the material available, and there is no doubt that many persons are so ill adapted by temperament to the teacher's profession that no amount of training could make them proficient. Such persons should not be graduated, and a careful effort is constantly made to sift them out before they approach the end of their course. Inevitably, however, there will be cases near the border line, in regard to which opinions reasonably differ. Every teacher knows, too, that there are pupils who eventually disappoint expectations, just as others, under the stress of responsibility, develop a power quite beyond their teachers' hopes. It would be preposterous for any school to claim unqualified success for all its graduates, but I believe the Montana State Normal College can confidently challenge comparison in this respect with any similar institutions. I have made a great effort to keep track of our graduates and observe their careers so far as possible. I shall be greatly obliged for any assistance which members of the State Board of Education may give me in this matter by bringing to my attention any information which may come under their observation showing either the success or the deficiency of any of these graduates, provided, of course, that the information is definite and specific. It is a very significant fact in this connection that those schools where our graduates have heretofore been employed in the largest numbers are the very ones which are the readiest to take more.

While the proportion of trained teachers in Montana schools has very noticeably increased in recent years, yet a large proportion, probably a majority of the teachers now employed in

the state, are without professional preparation for their work. In view of the ample provision made by the state for the training of teachers, there would not seem to be sufficient excuse for this condition of things. If it were necessary for young people to travel to a distant part of the country or to incur a heavy burden of indebtedness in order to receive professional training, there might seem to be a good excuse for young people going immediately to teaching after leaving the common schools without any special preparation for their work.

But when all the facilities of an admirably equipped training college are placed within reach absolutely free of charge, and even the means of living are provided at so low a cost, it must be a most exceedingly unambitious teacher who can be content to dispense with training.

While we are not worse off in this respect than some of our neighboring states, yet we have not the standard which we ought to have, and which is maintained in some countries less fortunately situated for the training of teachers than we are. With us, any young person of good character who is a citizen of the United States and eighteen years of age can secure a license to teach by passing an examination in the elements of the common branches. Not only are such licenses easily obtainable, but hundreds of young people are teaching today on such credentials.

In England and Scotland, while the opportunities for the average young people to gain a professional education are relatively less than with us, the untrained teacher is gradually being eliminated. While there are experienced teachers in service who have never attended a training college, and these persons are permitted to continue teaching, it will not be possible hereafter to obtain a license in those countries without completing a course of training at a teachers' training college. In Scotland, after 1911, no one but graduates of the advanced course in a teachers' training college may teach even in the elementary schools. Even graduates of the great universities must spend at least a year at a teachers' training college before securing a license to teach in the national schools.

While the relatively greater scarcity of teachers will probably make it impracticable for us to reach the Scottish standard in these respects immediately, it is certainly worth considering whether gradual steps might not wisely be taken looking to an

eventual requirement of professional training for all teachers. It is possible that this end might be accomplished by discontinuing a year hence the examinations for third grade certificates, a year later discontinuing the examinations for second grade certificates, and so proceeding each year until, five years hence, all county examinations should be abolished. This would allow ample opportunity for all persons who are new teachers to secure credentials which should be practically permanent as long as the holders continued teaching, and would allow two years longer for inexperienced persons to enter the ranks of teachers without training. For four years it would be possible for experienced teachers who might come in from other states without professional training to obtain Montana credentials, but after four years no new teachers could be added to the ranks without graduating at some recognized normal school, or if thought best in the case of high school teachers, graduation at a university or college might be substituted for the normal school if some adequate arrangement were made for providing such persons a reasonable amount of professional training.

Respectfully submitted,

H. H. SWAIN, President.

MONTANA WESLEYAN UNIVERSITY.

The Montana Wesleyan University is the oldest institution of university ambitions with an unbroken history in the state. The school was organized in August, 1888, at an annual conference held at Missoula, and Rev. R. E. Smith was appointed its first president and agent. Fred Gamer furnished the stone for the foundation and plowed the first furrow in 1889. John Paulson was the architect, and D. P. Wortman contractor. The school was opened the fall of 1890. The following persons have been at the head of the institution:

Rev. R. E. Smith, president and agent one year.

Rev. F. P. Tower, D. D., president five years.

Prof. J. C. Templeton and Mrs. M. S. Cummins were in charge four years.

Rev. Thomas Van Scoy, D. D., president for two years and was stricken with death in February of his third year.

Rev. George D. King, A. M., president from February to June, 1901.

Dr. J. W. Morris, president one year.
C. W. Tenney, principal and president five years.
Dr. R. P. Smith, president one year.
C. W. Tenney, now president.

Assets.

The assets of the institution are at present as follows:

1. Two buildings in the city of Helena—Mills Hall, 645 to 649 North Ewing street, and College Hall, corner of Warren street and Helena avenue.
2. Six blocks and two fractional blocks in the city located between Lenox and the depot within two squares of the campus of the capitol building, designed for a new campus site.
3. A ranch consisting of 155 acres in Fergus county, known as the Sweetland ranch.
4. Three lots in Whitehall donated by Worthy Noble through Rev. George D. King.
5. Some 150 acres of land in Prickly Pear valley almost four miles north of Helena, with a large unused building on it. And an additional 50 acres located near the Fred Gamer ranch, now the Masonic Home. This land was acquired as follows:

Donation by Fred Gamer, 50 acres; by Charles D. Hard, 40 acres; by John G. Rumley and wife, 39.55 acres; by Joseph Parent, 30 acres; by T. H. Kleinschmidt, 20 acres; by William Reed, 20 acres; by H. T. Englehorn, 10 acres; by Edward Whitcomb, 10 acres; by Charles S. Jackman, 10 acres.

The Charles Hard donation of 40 acres was divided—14 acres on which the old building stands was appropriated as a campus, the remaining 26 acres were plotted and partly sold; also, the Joseph Parent donation of 30 acres lying west and across the road from the old building was plotted and a number of lots sold. Some of these lots have been recently redeemed by the trustees, others are still held by individuals.

Other Resources.

1. A will granting a two-thirds interest in a house and lot in Billings.
2. \$12,050.00 conditional subscription toward a larger university.
3. An insurance policy for \$1,000.
4. \$1,200 on the five year sustaining fund, two years of which have expired. Adding to this the \$800 assumed by the laymen's

association, this special fund will reach \$2,000.

5. The collections from the churches, which last year reached \$2,859.

Present Departments.

1. Academic—Three years course with a fourth offered as an elective.

2. Normal.

3. Commercial—Offering both a bookkeeping and shorthand course.

4. School of Music—Consisting of the following departments: Piano, voice, violin, mandolin, banjo and band.

5. Department of Elocution.

Faculty.

For the coming year the course of study has been revised and modernized to conform to the requirements of the State University, the county high schools of Montana, and the preparatory schools connected with the leading eastern colleges. Steps have been taken to place all courses on a four-year basis.

The work in these departments is being carried on by the following faculty and teaching force, numbering eleven in all:

1. C. W. Tenney, President.
2. P. M. Adams, Dean of the Faculty and Professor of Natural Science and Higher Mathematics. p
3. Mary Eva Foster, Professor of Latin and Greek.
4. M. Anita Gochbauer, Preceptress and Professor of English and Elocution.
5. T. A. Bruner, Professor of Civics and History.
6. Maude Hart, principal of Music Department and Professor of Piano.
7. Mrs. Marshall, Professor of Mandolin and Banjo.
8. Mrs. Laura E. Howey, Professor of French.
9. Helen Peck, Bookkeeping and Penmanship.
10. Ida Stonecliffe, Matron.
11. Ida Loeffler, Shorthand and Typewriting.

Enrollment, Year 1907-1908.

1. Literary Department, 96.
2. Piano Department, 64.
3. Voice Department, 15.
4. Violin Department, 6.
5. Banjo and Mandolin, 2.

Trustees.

Term Expires 1909—Rev. George D. King, Rev. Chas. D. Crouch, Rev. L. H. Mickel, Rev. I. S. Ware, J. A. Doughty, Walter Tipton, E. H. Fisher.

Term Expires 1910—Rev. J. W. Bennett, Rev. E. L. Mills, Rev. O. A. White, Rev. Philo W. Haines, L. N. McNeill, A. E. Trapp, William Lutey.

Term Expires 1911—Rev. W. W. Van Orsdel, Rev. Chas. E. Miller, Rev. Edward Smith, William Lindsay, C. H. Redpath, R. O. Kaufman, W. C. Packer.

DEVELOPMENT OF THE CHRISTIAN EDUCATIONAL SYSTEM OF THE DIOCESE OF HELENA.

By Rev. Joseph M. Venus. Chancellor.

Christian education in what is now the state of Montana began away back in territorial days with the establishment of schools among the Indians by the pioneer missionary priests and sisters. The labors of these zealous men and women, however, were not long confined exclusively to the conversion of the Indians. The discovery of the precious metals, the permanent establishment of the mining, live stock and agricultural industries in later years brought into the territory a flood of immigrants, many of whom were of the Catholic faith. In consequence, the pioneer priests and sisters, their numbers greatly augmented, took upon themselves the added burden of ministering to the spiritual wants of the Catholic immigrants. Parishes were created, churches erected, and boarding schools for the accommodation of Catholic boys and girls were established at various points throughout the territory.

In no other way than by the establishment of boarding schools was it possible to achieve the Christian education of the children of the sparsely settled rural districts. Moreover, at the time of which I write, the city of Butte, because of the dense clouds of poisonous fumes which arose from the smelters and enveloped the city the whole year through, was not a fit habitation for men, much less for children. For these two reasons boarding schools were a prime necessity in those early days.

In the year 1884 the territory, on account of the rapid progress made by the church, was erected into a diocese with the Rt. Rev.

John B. Brondel, D. D., as its head. In the main Bishop Brondel developed Christian education along the lines already laid down. He did not, however, neglect the establishment of parochial schools, wherever possible. He encouraged the Indian schools, enlarged the boarding schools already in existence and caused the erection of others, so that at the time of his death boarding schools had been established in the cities of Helena, Deer Lodge, Missoula, Anaconda, Miles City and at St. Peter's Mission.

Scarcely a year now elapsed before the appointment of the Rt. Rev. John P. Carroll, D. D., as the second bishop of Helena. From this time forward events in the history of Christian education in the diocese of Helena move rapidly.

Under Bishop Brondel the boarding school idea had reached its full development, while at the same time the foundation of the parochial school system had been laid. It remained, then, to develop the parochial school system, a work undertaken by Bishop Carroll soon after his advent into the diocese. In this matter Bishop Carroll took as his guide the legislation of the Council of Baltimore, according to which every parish not having a parochial school and capable of supporting one should provide such school as soon as possible. With so much vigor has this policy been carried into effect throughout the diocese that the past three years have witnessed the expenditure of over \$400,000 in the development of the parochial school system alone.

Here it may be well to remark that among the new schools established, four of their number are central high schools. The all-important fact was fully realized that Christian education, if it is to attain its end, must not halt with primary education; that primary education is but the foundation of the still more important secondary or higher education. For it is during the dangerous period of youth that character is formed for good or evil, that the great principles of morality and religion, truth, honor, virtue, duty, conscience, justice and temperance are thoroughly inculcated, developed and strengthened in the hearts and minds of our young men and women.

Already high school departments in connection with some of the parochial schools and academies for young ladies had been established, but it remained for Bishop Carroll on September 12,

1905, to throw open the first distinctively Catholic central high school at Helena. The past year three others have sprung into existence, one at Butte, another at Anaconda, and a third at Missoula.

But just as the primary schools necessitated the foundation of the high schools, so also the high schools, for reasons similar to those which called them into existence, in turn demanded the establishment of colleges, wherein Catholic young men and women might complete their higher Christian education. In anticipation of this need, three years ago the preparations necessary to meet just such a contingency were begun. Helena was chosen as the center of Catholic education in the diocese. As a preliminary step in the establishment of a Catholic college, St. Aloysius Institute, a boarding school for boys, was opened on the 8th of September, 1906, in the city of Helena in connection with St. Aloysius central high school. Today the plans for the new college have so far advanced that the city of Helena within the next year will rejoice in the erection upon Capitol hill of a magnificent college with facilities for the accommodation of at least 200 students. Thus will the way lie open in the near future for the entrance of our Catholic young men into the Catholic University at Washington, D. C., an institution established by our holy father, the pope, as the crown of the Catholic educational system of America. St. Vincent's Academy at Helena, a boarding school for girls, in pursuance of the plans outlined will, it is hoped, become St. Vincent's College, the institution of higher education for the Catholic young ladies of the diocese. The past year \$25,000 have been expended by the sisters in enlarging and improving the academy buildings.

In the erection of parochial schools throughout the diocese the social side of parish life has not been overlooked. Bishop Carroll is a believer in social life, in the efficacy of social intercourse. He believes that the social life of the Catholic child, begun in the schoolroom and upon the playground, should be continued when the child has grown to manhood's state. In the furtherance of this belief he has taken the necessary steps to foster this social life in the child. Athletic games in which all the children take part he has found not only of great disciplinary value, banishing almost entirely truancy and tardiness from the school, but also of great cultural value in teaching the child fairness,

courtesy, courage and self-reliance. To perpetuate this social life of the child, and moreover to afford ample opportunity for the development of the social life of the parents and of our young men and women, each school erected under the supervision of Bishop Carroll is intended not only as an educational but as a social center as well. Thus, for example, in the new grammar school in course of erection in the city of Helena, a school that has no superior in the United States as regards architectural beauty or interior finish and arrangement, elaborate club rooms have been provided. The same may be said to a less extent of all the other parochial schools erected in recent years within the diocese of Helena.

Fortunate indeed has been Bishop Carroll in the loyalty and self-sacrificing generosity of his priests and people, but far more fortunate is he in the personnel of the teaching staff of his schools, the Catholic Sisters who have consecrated their whole lives to the profession of teaching. The welfare of this noble body of Christian women has never been absent from the mind of Bishop Carroll. To provide for them suitable homes, he has not hesitated in the expenditure of thousands of dollars. To aid in the work of their chosen profession he has inaugurated the annual diocesan institute, to which he has brought as conductors the best talent obtainable in the United States. To crown all, in the summer of 1908 he organized the Catholic Educational Association of the Diocese of Helena, whose object is the uplifting, the unification, and the co-ordination of the present educational system. Who then will doubt that the future of the Catholic church in the diocese of Helena is not assured? Who will venture to say that the Catholic men and women of the future are not to be among the foremost citizens of the state, as are the Catholic men and women of today?

COUNTY INSTITUTES.

The legislature amended the institute law in 1907. The present law provides that joint institutes may be held by the joining of two or more counties. Each county has an institute fund derived from fees received from the examination of teachers and from funds appropriated by the county commissioners. First class counties are allowed from \$250 to \$350, the lowest class counties are allowed from \$100 to \$200.

Sufficient funds are available for the employment of two first class practical workers. As both are practical up-to-date institute workers much good is expected from their lectures. (The attitude of teachers toward attending institutes has entirely changed. Instead of attending half-heartedly they now attend cheerfully, and have by resolution in several institutes asked to have the session for the next year extended to five days.) Under the new law Miss Maud Summers of Boston was employed and gave instruction in fifteen institutes. Of these seven were joint institutes, in six cases made by the joining of two counties, in one case by the joining of three counties. Local instructors aided in all of these institutes, and the state superintendent attended and presented work in all but one. Miss Summers proved an instructor of exceptional merit. She is an exponent of the principle that no child should be permitted to leave the public school until he is able to do something for himself. Boys should be given industrial training and girls should be given a good course in at least elementary domestic science. Her evening lectures on "Play and Democracy" and "Handicraft and Life" won for her popular favor as a platform speaker. The services of Dr. Sanford Bell of Denver, Col., and Mrs. Alice W. Cooley of Grand Forks, N. D., have been secured for the institute season of 1908.

ACKNOWLEDGEMENTS.

The work in the department of public instruction has greatly increased within the last four years. The same office force has done the work by working most of the time longer than office hours. There has been no disposition to complain. The work has been done cheerfully and well.

Mr. Hathaway has been faithfully at his desk having taken only ten days vacation in two years. I desire to express my appreciation of his worth and fidelity. If the department has been of any value to the state, to his unremitting care, zeal, and faithfulness a great portion of the credit is due.

Miss Murphy has ever been faithful. Her duties have been onerous yet they have been performed without complaint. Her services are fully appreciated.

Respectfully submitted,

W. E. Harmon.

SUMMARY OF THE FINANCIAL REPORTS OF THE SCHOOL DISTRICTS IN THE SEVERAL COUNTIES OF MONTANA, FOR
THE YEAR ENDING AUGUST 31, 1907.
RECEIPTS.

COUNTIES.	Cash on hand August 31, 1906.	Amount apportioned to district during the year.	Proceeds of School Lands.	Raised by Special Tax.	Amount received from sale of Bonds.	Amount received from premium on Bonds.	Amount from all other sources not named.	Total.
	\$	\$	\$	\$	\$	\$	\$	\$
Beaverhead	13,122.46	12,746.00	4,695.00	15,132.42	.....	.....	569.90	46,265.78
Broadwater	5,276.01	6,780.36	654.00	8,203.64	.....	.....	.....	20,914.01
Carbon	13,252.50	19,809.21	310.86	15,005.21	7,536.85	.....	4,506.81	60,421.44
Cascade	20,746.56	23,540.00	20,124.00	86,016.85	1,192.50	.....	350.70	181,880.61
Chouteau	19,581.79	20,626.28	1,400.00	32,548.93	3,000.00	.....	382.11	87,533.04
Custer	18,984.97	13,907.32	17,467.31	3,629.14	.....	.....	1,343.28	55,332.02
Dawson	17,017.18	22,459.86	.....	.....	.....	.....	.....	49,507.04
Deer Lodge	7,996.55	17,729.78	9,390.95	35,116.54	.....	.....	1,128.83	71,362.65
Fergus	20,046.77	29,219.90	16,369.20	29,720.50	.....	.....	616.19	81,603.36
Flathead	17,275.40	19,324.75	.....	41,697.49	1,150.00	.....	1,145.14	96,961.98
Gallatin	34,926.57	32,565.90	.....	34,913.48	39,600.00	117.90	9,899.73	152,023.58
Granite	6,468.11	5,229.76	1,545.44	6,110.10	.....	.....	900.14	20,253.55
Jefferson	7,587.38	10,131.46	737.84	2,337.47	.....	.....	427.91	31,522.06
Lewis and Clark	19,246.35	39,976.25	11,178.00	87,942.10	96,104.00	.....	2,498.58	186,945.28
Madison	17,013.33	18,333.12	.....	21,672.98	.....	.....	168.43	57,187.86
Meagher	2,540.76	8,048.35	1,067.60	3,525.78	.....	.....	1,637.93	16,820.42
Missoula	315.80	24,042.92	498.00	40,325.09	8,000.00	.....	9,813.92	82,363.23
Park	11,245.14	22,427.45	.....	21,971.98	.....	.....	.....	55,644.57
Powell	11,494.27	13,832.45	2,532.94	6,432.61	.....	.....	34,292.27	74,929.52
Ravalli	11,504.52	8,268.93	7,890.00	21,696.92	19,300.00	232.56	6,036.59	94,476.08
Rosebud	8,160.32	9,124.14	2,655.51	12,583.96	295.12	150.00	1,506.32	41,212.10
Sanders	4,430.48	21,907.05	1,847.30	11,365.62	1,500.00	.....	145.05	565,802.81
Silver Bow	15,632.96	320,339.74	37,125.00	47,483.86	.....	.....	1,161.25	32,707.82
Sweet Grass	10,644.43	11,233.08	1,586.03	7,486.99	.....	.....	1,565.28	39,059.74
Teton	15,074.04	18,046.36	311.61	26,534.09	.....	.....	5,630.73	52,470.92
Valley	8,264.57	16,972.06	230.00	72,999.30	17,500.00	.....	470.30	199,570.08
Yellowstone	68,192.07	40,542.64	25.00	.....	.....	.....	311.07	.....
Total	\$551,439.82	\$827,525.12	\$141,712.24	\$692,453.05	\$125,088.77	\$516.46	\$52,215.40	\$2,396,122.97

SUMMARY OF THE FINANCIAL REPORTS OF THE SCHOOL DISTRICTS IN THE SEVERAL COUNTIES OF MONTANA, FOR
THE YEAR ENDING AUGUST 31, 1907.
DISBURSEMENTS.

COUNTIES.	For Teachers' Wages.	For Libraries.	For School Apparatus.	For School Houses, Sites, Fences, Out-houses, Repairs, Furniture, etc.	For other Incidental Expenses.	On Bonded Debt.	Interest on Bonded Debt.	Amount remaining on hand August 31, 1907.	Total.
Beaverhead	20,339.29	38.25	746.47	4,753.45	4,584.66	\$ 953.44	\$2.50	\$ 14,717.72	46,265.78
Broadwater	10,302.75	100.55	67.00	782.48	1,574.32	.....	937.00	7,159.91	20,914.01
Carbon	25,189.63	371.75	1,573.49	7,829.31	3,252.45	4,243.33	1,734.73	16,226.75	60,421.44
Cascade	94,820.00	642.44	579.32	5,889.21	10,711.51	1,209.00	7,147.30	20,890.83	161,880.61
Chouteau	39,331.45	877.00	2,464.51	8,236.02	8,007.84	.....	2,606.20	25,816.02	87,539.04
Custer	25,256.25	328.18	172.12	5,491.60	5,509.97	.....	400.00	18,163.90	55,332.02
Dawson	19,402.49	569.10	459.43	10,141.91	3,390.43	1,316.60	996.33	13,530.75	49,507.04
Deer Lodge	46,522.60	347.30	1,086.65	5,007.71	10,226.68	.....	.....	8,171.71	71,362.65
Fergus	32,486.85	101.50	18.05	4,264.29	7,225.28	200.00	3,144.28	33,663.11	81,603.36
Flathead	47,006.24	399.07	1,474.19	10,917.25	13,293.66	900.00	3,747.00	19,281.57	96,961.98
Gallatin	47,283.83	684.67	738.65	11,703.54	16,996.02	53,796.41	1,189.18	19,651.28	152,023.58
Granite	9,907.10	61.30	535.20	1,398.70	1,799.12	.....	.....	6,642.12	20,253.55
Jefferson	16,176.36	172.44	298.72	531.82	1,091.36	1,189.68	1,406.81	10,714.87	31,522.06
Lewis and Clark	87,677.84	616.47	574.15	8,832.91	23,436.73	1,500.00	11,265.00	45,972.18	186,945.28
Madison	30,407.25	723.66	355.67	963.42	4,969.18	2,500.00	1,194.00	16,134.68	57,187.86
Meagher	9,716.47	119.46	263.81	2,072.35	7,255.58	.....	.....	3,972.75	16,820.42
Missoula	50,879.16	370.32	560.47	10,504.25	7,297.56	.....	.....	12,751.47	82,363.23
Park	29,378.11	328.05	252.90	4,932.08	6,773.09	.....	.....	13,980.34	55,644.57
Powell	14,158.50	42.20	135.11	1,466.80	2,314.93	3,000.00	899.70	12,185.03	31,292.27
Ravalli	29,554.80	267.37	587.05	10,148.59	4,616.63	3,878.50	743.84	25,131.74	74,929.52
Rosebud	15,176.00	246.53	1,008.86	1,962.62	2,354.80	.....	1,290.00	12,437.27	34,476.08
Sanders	11,485.15	263.49	361.10	3,384.94	2,169.95	.....	270.00	8,364.46	28,165.35
Silver Bow	221,218.09	4,403.94	6,303.60	75,940.11	48,662.66	.....	14,878.93	194,295.48	565,802.81
Sweet Grass	15,220.89	214.35	76.09	1,050.43	2,387.90	90.00	864.07	12,706.49	32,707.82
Teton	15,185.60	641.74	516.63	5,067.47	.....	.....	300.00	13,783.45	39,058.74
Valley	19,230.85	685.43	1,459.56	5,252.23	6,396.40	1,430.10	2,497.75	15,518.60	52,470.92
Yellowstone	50,247.10	774.29	2,810.43	42,037.75	12,197.63	12,452.12	6,974.82	72,075.94	139,570.08
Total	\$1,033,560.05	\$14,371.85	\$25,349.23	\$250,563.24	\$218,126.35	\$95,656.18	\$61,558.44	\$674,043.42	\$2,396,122.97

SUMMARY OF STATISTICAL REPORTS OF THE SCHOOL DISTRICTS IN THE SEVERAL COUNTIES OF MONTANA, FOR THE YEAR ENDING AUGUST 31, 1907.

COUNTIES.	CENSUS				Statistics Relating to Compulsory Education.				No. of months of school including holidays	No. of days actually taught
	—For Apportionment of Public Funds—				1	2	3			
	Male.	Female.	Under 6 years of age.	Female,						
								Male.		
	No. of children between the ages of 6 and 21 years.				No. of children between 8 and 14 years of age residing in county Aug. 31, 1907	No. of such children who attended school the entire term.	No. of such children who attended private schools or were instructed at home the entire term.			
Beaverhead	1,413	705	708	566	285	281	934	839	1	3,537
Broadwater	701	367	334	261	125	136	270	270	2	2,410
Carbon	3,429	1,687	1,742	1,427	767	657	1,296	739	.....	3,122
Cascade	6,708	3,380	3,328	3,044	1,525	1,519	3,160	3,151	119	6,593
Chouteau	2,443	1,265	1,178	1,007	556	451	1,140	1,043	.....	5,832
Custer	1,975	1,058	917	747	381	366	779	776	4	2,817
Dawson	1,480	758	722	721	389	322	681	515	6	3,400
Deer Lodge	3,179	1,538	1,641	1,733	908	825	1,260	1,055	205	1,681
Fergus	2,832	1,388	1,445	1,112	541	571	1,261	981	27	4,969
Flathead	4,547	2,257	2,290	1,747	881	866	2,024	1,823	8	7,778
Gallatin	3,845	1,932	1,913	1,440	735	705	1,581	1,581	56	8,337
Granite	856	453	403	309	162	147	386	364	7	1,705
Jefferson	1,302	670	632	427	205	222	638	589	5	2,841
Lewis and Clark	4,997	2,449	2,548	1,663	832	831	2,206	1,497	692	5,290
Madison	1,915	1,013	902	806	393	413	820	716	.....	7,172
Meagher	522	262	260	204	106	98	429	249	3	2,135
Missoula	3,734	1,854	1,880	1,555	817	738	1,686	1,442	246	5,891
Park	2,601	1,387	1,214	1,150	591	559	1,183	1,183	.....	5,707
Powell	1,186	619	567	393	195	198	562	510	.....	3,484
Ravalli	2,699	1,380	1,319	963	461	502	1,273	903	.....	4,694
Rosebud	749	367	382	385	177	206	336	274	9	2,742
Sanders	673	367	306	230	135	95	338	265	3	1,445
Silver Bow	12,866	6,246	5,520	6,409	3,242	3,167	5,476	4,852	515	1,270
Sweet Grass	982	522	460	394	216	178	330	291	7	4,233
Teton	1,015	514	501	462	242	220	455	317	40	2,049
Valley	1,551	810	741	607	299	308	958	637	7	2,472
Yellowstone	3,068	1,547	1,521	1,491	752	739	1,142	1,481	8	2,830
Total	73,269	36,895	36,374	31,250	15,920	15,330	32,607	28,343	1,970	106,436

COUNTIES.

COUNTIES.

	Whole Number En-rolled During Year.	Average Daily Attendance.	Average Number Belonging.	Percentage of Attendance.	Total Number Days Attendance.	Total Number Days Absence.	Total Number Times Tardy.	Number of Private Schools.	Time Private School Was Kept.	
									Months.	Days.
Beaverhead	1,607	671	770	.80+	91,281	8,630	2,625	.....	.....	.....
Broadwater	536	336	383	.84	55,067	8,255	2,555	1	4	2
Carbon	1,611	1,200	1,269	.85	170,475	14,421	2,490	1	9	.....
Cascade	5,006	3,812	4,250	.85	642,178	42,631	6,729	2	12	.....
Chouteau	1,577	1,124	1,292	.85	164,863	15,728	7,622	.....	.....	.....
Custer	1,151	769	835	.85	124,364	12,221	2,325	.....	.....	.....
Dawson	902	612	683	.83	94,326	10,268	1,761	1	8	160
Deer Lodge	2,095	1,803	1,892	.89	334,989	16,167	1,923	.....	.....	.....
Fergus	2,352	1,200	1,280	.87	167,851	16,033	4,327	6	.....	.....
Flathead	2,242	2,232	2,150	.83	313,669	35,561	6,401	.....	.....	.....
Gallatin	2,850	1,947	2,074	.87	310,734	28,329	7,726	4	17	150
Granite	565	424	456	.87	65,739	29,709	1,048	1	9	.....
Jefferson	834	601	643	.87	63,614	6,456	1,109	.....	.....	.....
Lewis and Clark	3,365	2,409	2,553	.90	439,518	28,535	6,472	.....	.....	.....
Madison	1,492	583	1,056	.88	140,720	14,133	5,517	.....	.....	.....
Meagher	353	240	267	.89	36,129	3,520	1,450	1	8	.....
Missoula	2,476	1,718	1,873	.87	284,605	24,674	4,350	2	.....	.....
Park	1,760	1,235	1,290	.88	215,781	11,831	3,125	.....	.....	.....
Powell	777	567	537	.87	78,717	9,024	2,477	.....	.....	.....
Ravalli	2,099	1,177	1,474	.84	207,463	31,799	6,279	.....	.....	.....
Rosebud	545	395	442	.89	61,304	4,460	1,232	.....	18	.....
Sanders	458	317	414	.88	49,634	3,509	1,125	.....	.....	.....
Silver Bow	8,171	6,241	6,563	.88	1,097,916	54,914	4,298	8	10	.....
Sweet Grass	686	482	530	.88	72,736	7,140	2,401	1	2	40
Teton	506	317	336	.83	53,504	5,819	1,551	1	.....	.....
Valley	894	313	425	.85	78,863	12,286	3,292	.....	.....	.....
Yellowstone	2,496	1,602	1,765	.88	327,348	13,780	3,253	4
Totals	50,516	34,699	38,603	.86±%	5,742,418	499,812	96,343	33	97

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COUNTIES.	Number of Pupils Attending Private Schools.	Number of Teachers Employed at the Same Time for 12 Weeks or More.			Number of Graduates from Normal School.	Number of College Graduates.	Average Salary Per Month.		Statistics on Free Text Books.		
		Male.	Female.	Total.			Male.	Female.	Free Text Books.	Number of Text Books Owned by District.	Total Amount Expended for Text Books during year ending Aug. 31, '07
Beaverhead .....	.....	4	44	44	13	5	\$ 75	\$ 58	3	2,335	\$ 30
Broadwater	3	3	20	23	.....	.....	75	55	4	450	150
Carbon	3	12	58	70	38	21	74	52	.....	.....	.....
Cascade	119	23	135	158	66	6	78	55	.....	225	50
Chouteau .....	.....	8	66	74	10	1	105	58	28	1,461	780
Custer	49	3	51	54	22	.....	65	55	14	4,883	283
Dawson	6	7	42	49	18	.....	73	55	16	1,494	334
Deer Lodge .....	.....	5	57	62	16	6	122	61	.....	7,677	331
Fergus	300	3	67	70	15	.....	94	55	.....	.....	.....
Flathead .....	.....	20	71	91	11	.....	67	47	11	9,161	514
Gallatin	10	15	89	104	25	21	65	53	3	330	48
Granite	51	1	20	21	5	.....	90	59	2	114	22
Jefferson	5	5	29	34	5	5	101	61	13	1,290	246
Lewis and Clark	680	9	117	126	35	16	83	62	24	11,685	299
Madison .....	.....	12	58	70	14	.....	82	56	5	696	90
Meagher .....	.....	3	23	26	8	.....	1	88	5	1,333	27
Missoula	3	13	69	82	16	15	73	53	14	2,140	190
Park .....	.....	7	68	71	14	6	68	48	4	908	147
Powell .....	.....	3	30	34	3	1	69	61	1	104	12
Ravalli	9	12	43	55	10	19	84	60	10	4,740	550
Rosebud	6	4	27	31	10	2	107	56	17	3,117	320
Sanders .....	.....	2	17	19	2	2	87	65	5	765	257
Silver Bow .....	.....	24	206	230	103	.....	98	66	1	45,000	4,375
Sweet Grass	3,450	6	46	52	.....	.....	1	63	5	289	47
Teton	25	3	26	29	2	.....	115	67	9	1,854	206
Valley .....	.....	5	34	39	9	2	108	60	10	.....	1,129
Yellowstone .....	.....	13	56	69	23	13	92	62	6	.....	.....
Totals	4,375	222	1,565	1,787	501	154	\$85 +	\$57 +	205	102,820	\$10,537

SUMMARY OF STATISTICAL REPORTS OF THE SCHOOL DISTRICTS IN THE SEVERAL COUNTIES OF MONTANA, FOR THE YEAR ENDING AUGUST 31, 1907—(Continued.)

COUNTIES.	District Libraries.		School Houses.					Number of Visits by County Superintendent.	Districts which built new School Houses during year.	Value of School Houses, including Site, if any.
	Number of Volumes in District Libraries.	Value of Libraries.	Log.	Frame.	Stone.	Brick.	Total.			
Beaverhead	1,916	\$1,266	16	11	.....	4	31	29	.....	\$ 65,230.00
Broadwater	1,203	579	7	11	.....	4	20	19	.....	16,950.00
Carbon .....	.....	.....	16	31	.....	3	53	66	13	93,399.00
Cascade	5,952	5,426	12	57	.....	11	83	117	1	342,024.00
Chouteau	5,226	3,270	13	33	.....	5	51	70	4	128,525.00
Custer	5,385	4,584	24	12	.....	2	38	79	.....	52,410.00
Dawson	1,109	1,157	15	15	.....	2	32	38	.....	57,325.00
Deer Lodge	3,979	4,109	7	4	.....	7	18	139	.....	195,885.00
Fergus	2,478	3,027	42	13	.....	1	57	77	3	81,750.00
Flathead	3,357	2,148	13	41	.....	4	58	40	.....	102,755.00
Galatin	3,173	1,714	4	50	.....	3	58	97	.....	183,455.00
Granite	1,786	880	3	10	.....	1	14	21	.....	36,460.00
Jefferson	2,660	2,268	12	7	.....	2	21	23	.....	41,335.00
Lewis and Clark	5,493	2,703	12	25	.....	12	51	56	1	358,045.00
Madison	3,119	3,306	26	21	.....	7	54	54	1	63,074.00
Meagher	1,004	816	12	12	.....	1	25	48	2	17,080.00
Missoula	6,825	3,770	9	31	.....	6	46	80	4	320,623.00
Park	2,719	2,591	19	24	.....	3	48	97	3	90,357.00
Powell	1,036	598	9	19	.....	1	29	38	.....	32,322.00
Ravalli	2,083	1,430	2	24	.....	5	31	45	1	66,565.00
Rosebud	4,214	2,885	12	8	.....	3	23	31	.....	40,314.00
Sanders	371	337	1	17	.....	.....	18	9	.....	18,390.00
Silver Bow	5,415	4,513	4	8	.....	15	27	212	1	810,410.00
Sweet Grass	4,078	2,782	17	16	.....	2	37	48	.....	29,710.00
Teton	2,055	2,420	5	15	.....	.....	21	8	.....	36,600.00
Valley	1,768	2,220	5	18	.....	5	28	27	2	121,896.00
Yellowstone	3,444	3,180	4	17	.....	6	28	41	2	212,525.00
Totals	81,508	\$64,928	321	550	17	112	1,000	1,609	39	\$3,645,343.00

SUMMARY OF FINANCIAL REPORTS OF THE SCHOOL DISTRICTS IN ALL OF THE COUNTIES OF MONTANA, FOR THE YEAR ENDING AUGUST 31, 1908.

RECEIPTS.

COUNTIES.	Cash on hand August 31, 1907.	Amount apportioned to District during the year.	Proceeds of School Lands.	Raised by Special Tax.	Amount received from sale of Bonds.	Amount received from premium on Bonds.	Amount from all other sources not named.	Total.
	\$	\$	\$	\$	\$	\$	\$	\$
Beaverhead	14,906.90	16,222.01	3,583.35	17,279.91	.....	.....	1,195.37	53,187.54
Broadwater	7,159.91	10,698.19	.....	4,375.80	.....	.....	2,173.10	24,407.00
Carbon	16,795.34	28,151.27	402.46	27,544.74	22,490.00	.....	682.91	96,066.72
Cascade	20,890.83	70,314.68	21,865.34	103,772.46	.....	.....	2,909.63	219,752.94
Chouteau	25,652.24	54,956.62	.....	23,547.20	15,000.00	.....	3,005.99	122,162.05
Custer	18,294.50	44,464.16	1,977.77	2,724.82	.....	.....	819.25	68,380.50
Dawson	11,290.69	37,668.67	128.16	4,114.17	3,300.00	.....	998.60	63,498.29
Deer Lodge	8,530.14	63,816.99	9,291.81	.....	.....	.....	381.19	82,020.13
Fergus	34,689.26	44,206.00	10,864.20	20,666.10	2,700.00	.....	2,633.69	116,759.25
Flathead	19,215.00	50,215.00	17,803.50	49,847.72	57,780.00	.....	3,942.34	198,803.56
Gallatin	19,651.28	40,414.50	14,048.85	31,925.96	17,650.00	.....	1,616.18	124,706.77
Granite	7,392.35	12,175.09	4,354.18	.....	.....	.....	911.04	24,832.66
Jefferson	11,105.01	22,994.86	461.19	11,306.96	.....	.....	1,606.20	47,474.22
Lewis and Clark	45,666.55	97,781.76	.....	77,753.59	2,500.00	.....	3,040.57	216,742.47
Madison	16,134.68	31,654.95	.....	18,722.28	.....	.....	531.13	67,043.04
Meagher	3,574.76	15,073.97	757.75	43,886.97	.....	.....	290.60	24,881.94
Missoula	13,221.72	60,396.70	.....	20,973.71	1,200.00	.....	937.16	119,342.55
Park	13,980.34	22,270.00	.....	7,592.54	.....	.....	.....	57,224.05
Powell	22,639.06	18,635.34	1,218.30	7,592.54	1,477.76	.....	101.56	41,659.56
Ravalli	25,131.74	19,257.36	8,366.90	26,923.35	.....	.....	1,509.06	81,189.01
Rosebud	12,250.25	20,474.72	2,247.50	4,862.43	2,000.00	.....	458.07	42,392.97
Sanders	12,099.83	16,441.34	.....	15,809.43	3,000.00	.....	18,583.00	66,243.63
Silver Bow	194,295.48	396,179.55	39,853.40	49,963.65	.....	.....	1,669.53	682,061.61
Sweet Grass	12,706.49	23,685.26	1,898.96	6,518.15	.....	.....	1,221.15	45,960.01
Teton	12,978.80	24,013.21	926.25	7,423.54	.....	.....	529.70	45,871.50
Valley	14,519.33	32,525.73	.....	30,637.75	.....	.....	433.71	78,136.52
Yellowstone	55,189.79	67,515.62	657.58	75,926.61	121,500.00	4,189.54	1,276.80	326,255.94
Total	\$660,672.27	\$1,342,404.15	\$136,283.27	\$683,038.91	\$256,992.76	\$4,189.54	\$53,457.53	\$3,137,056.43

SUMMARY OF FINANCIAL REPORTS OF THE SCHOOL DISTRICTS IN ALL OF THE COUNTIES OF MONTANA, FOR THE
YEAR ENDING AUGUST 31, 1908.
DISBURSEMENTS.

COUNTIES.	For Teachers' Wages	For Libraries.	For School Apparatus.	For School Houses, Sites, Fences, Out-houses, Repairs, Furniture, etc.	For other Incidental Expenses.	On Bonded Debt.	Interest on Bonded Debt.	Amount remaining on hand August 31, 1908.	Total.
Beaverhead	\$ 23,525.20	\$ 440.47	\$ 1,748.73	\$ 4,311.94	\$ 5,918.78	\$	\$ 21.00	\$ 17,221.42	\$ 53,187.54
Broadwater	10,976.73	161.88	173.36	1,569.30	1,704.08	588.00	186.00	9,047.65	24,407.00
Carbon	32,453.52	1,083.88	3,436.47	27,797.19	7,379.79	1,590.46	3,109.70	19,215.56	96,066.72
Cascade	103,921.82	658.43	13,742.12	27,477.14	24,309.79	3,000.00	11,449.20	35,194.44	219,752.94
Chouteau	42,684.75	3,242.14	1,891.56	11,698.54	10,783.82	900.00	346.05	50,615.19	122,162.05
Custer	28,921.31	453.50	720.98	11,696.70	6,182.53	402.00	.....	20,003.48	68,380.50
Dawson	22,457.99	391.85	1,159.81	15,700.89	4,345.61	1,322.96	631.00	17,488.78	63,498.29
Deer Lodge	46,426.00	198.53	2,897.25	1,438.67	22,454.24	.....	.....	8,605.32	82,020.13
Fergus	36,318.70	835.61	515.83	6,692.33	10,931.04	1,200.00	3,136.38	57,119.36	116,759.25
Flathead	57,717.62	1,287.37	2,492.75	24,816.60	7,003.53	10,623.87	3,102.48	91,699.34	198,803.66
Gallatin	49,815.59	274.16	1,157.99	5,765.37	10,974.58	9,677.75	3,844.98	43,225.77	121,706.77
Granite	11,280.05	49.20	232.95	1,044.40	3,136.69	.....	.....	9,089.37	21,832.66
Jefferson	21,467.12	1,313.71	1,499.37	1,467.47	4,426.70	1,256.47	88.00	15,454.78	47,474.22
Lewis and Clark	86,651.24	2,064.44	1,571.98	46,158.32	28,576.14	5,143.05	11,182.50	35,394.80	216,742.47
Madison	31,043.25	761.67	2,396.10	1,636.15	6,432.78	1,100.00	620.25	24,381.72	67,043.04
Meagher	11,067.44	286.59	403.94	1,639.10	2,242.56	.....	690.88	8,579.38	24,881.94
Missoula	52,712.68	882.90	533.15	14,271.15	13,408.05	.....	.....	37,554.62	119,342.55
Park	32,067.63	267.80	2,142.60	5,862.39	5,290.35	.....	.....	11,593.08	57,224.05
Powell	16,184.97	33.69	109.10	6,586.23	2,412.77	1,234.03	.....	15,098.77	41,659.56
Ravalli	35,196.85	1,114.14	247.45	18,211.45	6,013.19	1,700.00	1,698.93	17,007.00	81,189.01
Rosebud	17,908.48	563.64	2,821.06	4,339.61	3,867.78	360.00	.....	12,532.40	42,392.97
Sanders	13,380.28	272.83	67.39	238.34	12,392.06	3,000.00	555.00	36,717.73	66,243.63
Silver Bow	225,478.48	117.15	8,279.50	154,089.80	63,104.79	10,046.86	.....	221,215.03	682,061.61
Sweet Grass	17,016.03	18.05	213.89	1,003.59	1,584.75	16.20	.....	23,107.50	45,960.01
Teton	17,080.00	327.31	347.28	2,869.49	3,633.50	.....	648.00	20,965.92	45,871.50
Valley	21,478.60	439.09	3,680.87	6,744.37	10,617.14	.....	400.00	25,878.27	78,136.52
Yellowstone	67,250.70	1,235.27	5,232.97	108,981.02	64,793.98	1,779.98	2,798.60	74,183.42	326,255.94
Total	\$1,132,232.63	\$18,664.72	\$57,505.22	\$517,860.95	\$343,931.27	\$63,929.61	\$14,208.95	\$958,723.08	\$3,137,056.43

BIENNIAL REPORT.

SUMMARY OF THE STATISTICAL REPORTS OF THE SCHOOL DISTRICTS IN ALL OF THE COUNTIES OF MONTANA, FOR THE YEAR ENDING AUGUST 31, 1908.

COUNTIES.	CENSUS					Statistics Relating to Compulsory Education.						
	—For Apportionment of Public Funds—											
	Male.		Female.		Under 6 years of age.	Male.	Female.	Number of children between 6 and 21 years.	1	2	3	Number of Months of School including Holidays.	Number of Days Actually Taught.
Beaverhead	1,504	748	756	598	303	295	676	609	5	228	4,503	
Broadwater	726	390	336	277	140	137	311	274	2	133	2,553	
Carbon	3,384	1,730	1,654	1,559	782	777	1,512	1,330	4	299	4,193	
Cascade	6,646	3,305	3,341	3,124	1,629	1,495	3,121	2,948	200	365	7,192	
Chouteau	2,780	1,446	1,334	1,152	587	565	1,195	898	...	326	7,109	
Custer	2,820	1,263	1,057	1,067	539	528	1,167	989	78	148	2,931	
Dawson	1,881	979	902	943	470	473	811	634	1	220	4,280	
Deer Lodge	3,158	1,578	1,580	1,691	852	839	1,355	750	605	116	2,276	
Forgeus	3,209	1,612	1,597	1,290	643	617	1,384	1,123	12	332	6,544	
Gallatin	4,565	2,253	1,312	1,754	865	889	2,149	2,073	...	461	8,950	
Glacier	3,875	1,957	1,918	1,307	695	612	1,627	1,459	44	440	8,501	
Granite	835	426	409	309	172	137	336	304	...	101	1,923	
Jefferson	1,852	686	666	434	200	234	608	563	11	138	3,021	
Lewis and Clark	5,033	2,153	1,671	819	852	852	2,032	1,365	714	253	5,357	
Madison	1,927	1,024	903	836	397	439	820	721	...	306	6,802	
Meagher	540	271	269	231	128	103	203	141	21	137	2,589	
Missoula	3,783	1,879	1,904	1,562	821	741	1,713	1,469	246	309	6,019	
Park	2,769	1,436	1,333	1,367	721	646	1,983	549	2	272	5,273	
Powell	1,904	612	562	402	206	196	518	450	7	178	3,445	
Ravalli	2,922	1,456	1,466	923	427	436	1,195	1,124	...	240	4,891	
Rosebud	890	461	429	484	212	272	394	301	13	136	2,945	
Sanders	720	397	323	304	166	138	543	405	...	96	1,866	
Silver Bow	13,353	6,585	6,758	6,307	3,261	3,046	5,701	4,442	1,147	711	1,301	
Sweet Grass	1,074	533	541	389	208	181	479	448	...	112	4,682	
Teton	1,003	527	476	469	256	213	431	356	4	126	2,322	
Valley	1,919	999	920	1,011	517	491	968	715	15	112	2,665	
Yellowstone	3,667	1,784	1,883	1,845	907	938	1,584	1,418	13	155	3,650	
Totals	77,039	38,830	38,209	33,306	16,923	16,383	34,816	27,858	3,145	5,944	116,783	

SUMMARY OF THE STATISTICAL REPORTS OF THE SCHOOL DISTRICTS IN ALL OF THE COUNTIES OF MONTANA, FOR THE YEAR ENDING AUGUST 31, 1908—(Continued).

COUNTIES.	Whole Number Enrolled During Year.	Average Daily Attendance.	Average Number Belonging.	Percentage of Attendance.	Total Number Days Attendance.	Total Number Days Absence.	Total Number Times Tardy.	Number of Private Schools.	Time Private School Was Kept.	
									Months.	Days.
Beaverhead	928	694	740	.84	108,176	11,823	2,975	4	29	.....
Broadwater	483	337	385	.80	49,768	5,991	1,966	1	4	.....
Carbon	2,239	1,503	1,775	.86	322,738	32,358	3,298	1	9	.....
Cascade	4,878	3,677	3,985	.93	630,088	46,219	5,126	1	9	.....
Chouteau	1,655	1,228	1,371	.89	215,922	18,321	4,637	.....	.....	.....
Custer	1,315	895	1,022	.90	121,319	17,097	1,625	2	.....	.....
Dawson	1,154	813	881	.88	116,917	13,265	2,203	2	.....	.....
Deer Lodge	1,652	1,376	1,449	.88	236,394	11,056	2,111	15	300	.....
Fergus	2,106	1,310	1,460	.89	193,790	29,839	3,805	3	.....	.....
Flathead	3,703	2,453	2,607	.87	400,774	36,034	6,902	3	.....	.....
Gallatin	2,759	1,914	2,062	.88	319,210	28,131	7,041	7	.....	.....
Granite	546	408	437	.91	64,976	4,317	1,082	.....	31	.....
Jefferson	961	672	658	.86+	105,678	9,362	2,340	.....	.....	.....
Lewis and Clark	3,156	2,266	2,435	.90	398,790	24,159	7,194	1	.....	.....
Madison	1,417	975	1,032	.92	142,614	12,772	5,513	1	9	.....
Meagher	368	219	286	.86	34,871	3,266	1,005	.....	.....	.....
Missoula	2,709	1,821	2,049	.86	299,952	32,228	5,731	2	.....	.....
Park	1,777	1,275	1,375	.85	188,689	13,228	1,116	1	.....	.....
Powell	808	529	540	.84	80,268	10,061	2,358	.....	3	60
Ravalli	2,203	1,448	1,616	.86	238,322	37,005	4,746	.....	.....	.....
Rosebud	663	436	506	.84	67,982	8,155	1,813	.....	.....	.....
Sanders	615	474	560	.85	70,584	4,259	1,765	.....	.....	.....
Silver Bow	7,680	5,884	6,194	.90	1,054,522	55,512	2,449	10	10	.....
Sweet Grass	676	491	558	.88	76,344	9,461	1,553	.....	.....	.....
Teton	618	465	518	.88	76,135	4,803	1,258	.....	.....	.....
Valley	1,155	341	40	.87	103,183	12,458	3,180	3	.....	.....
Yellowstone	3,651	1,822	1,977	.91	312,667	30,349	4,464	1	.....	.....
Totals	51,346	35,422	38,518	.87%+	6,038,773	503,539	88,646	50	160	360

SUMMARY OF THE STATISTICAL REPORTS OF THE SCHOOL DISTRICTS IN ALL OF THE COUNTIES OF MONTANA, FOR THE YEAR ENDING AUGUST 31, 1908—(Continued).

COUNTIES.	No. of Teachers Em- played at the Same Time for 12 Weeks or More.			Number of Graduates from Normal School.		Number of College Graduates.		Average Salary Per Month.		Statistics on Free Text Books.		
	Male.	Female.	Total.	Number of Graduates from Normal School.		Number of College Graduates.		Male.	Female.	Free Text Books.	Number of Text Books Owned by District.	Total Amount Ex- pended on Text Books during year ending Aug. 31, '08 \$
Beaverhead	5	41	45	21	6	6		\$81.00	\$60.00	7	109	\$ 938
Bradwater	2	24	28	4	4	4		111.00	60.00	1	75	.....
Carbon	4	13	17	16	14	14		82.00	56.00	2	112	.....
Cascade	200	146	163	59	20	20		100.00	71.00	.....	250	40
Chouteau	73	73	79	21	.....	.....		116.00	67.00	30	6,758	1,433
Custer	5	51	56	21	1	1		142.00	57.00	20	5,561	1,885
Dawson	8	45	53	15	6	6		92.00	56.00	17	575	715
Deer Lodge	665	54	61	15	14	14		119.00	62.00	5	9,810	2,662
Fergus	22	77	81	35	2	2		118.00	56.00	4	194	105
Flathead	.....	83	103	22	7	7		75.00	56.00	38	7,982	1,846
Gallatin	86	17	91	31	8	8		83.00	55.00	1	600	153
Granite	1	21	22	7	2	2		90.00	59.00	2	109	51
Jefferson	8	28	36	7	4	4		81.00	61.00	12	2,565	991
Lewis and Clark	733	116	124	43	19	19		94.00	64.00	26	10,553	3,824
Madison	4	63	69	19	2	2		98.00	59.00	7	788	357
Meagher	.....	24	27	12	.....	.....		96.00	56.00	4	1,472	175
Missoula	.....	75	89	24	13	13		73.00	59.00	16	2,100	735
Park	2	76	82	16	5	5		120.00	57.00	4	996	502
Powell	.....	32	34	1	1	1		70.00	65.00	1	126	32
Ravalli	.....	48	63	12	12	12		81.00	63.00	8	6,293	1,186
Rosebud	.....	36	38	8	8	8		175.00	63.00	18	3,931	681
Sanders	.....	19	22	4	1	1		87.00	64.00	2	1,435	985
Silver Bow	3,500	208	231	55	19	19		119.00	69.00	2	45,070	10,053
Sweet Grass	.....	45	48	14	.....	.....		96.00	53.00	6	862	593
Teton	4	27	31	2	2	2		102.50	65.00	7	909	578
Valley	21	41	46	13	4	4		103.00	57.00	12	5,238	2,625
Yellowstone	5	77	90	23	23	23		95.00	67.00	3	202	127
Totals	5,291	1,686	1,907	527	197	197		\$99.00	\$60. +	255	114,475	\$33,272

SUMMARY OF THE STATISTICAL REPORTS OF THE SCHOOL DISTRICTS IN ALL OF THE COUNTIES OF MONTANA, FOR THE YEAR ENDING AUGUST 31, 1908—(Continued).

COUNTIES.	District Libraries.		School Houses.					Number of Visits by County Superintendent.	Districts which built new School Houses during the year.	Value of School Houses, Including Site if any.
	Number of Volumes in District Libraries.	Value of Libraries.	Log.	Frame.	Stone.	Brick.	Total.			
Beaverhead	2,752	\$1,849	18	10	1	4	32	60	.....	\$ 62,384.00
Broadwater	1,575	978	5	12	1	1	20	25	.....	19,555.00
Carbon	.....	.....	14	35	3	4	56	90	5	96,359.00
Cascade	5,924	6,037	13	38	2	11	84	118	1	357,900.00
Chouteau	5,915	8,973	12	35	.....	5	52	54	3	155,130.00
Custer	6,069	4,001	31	21	.....	2	54	47	.....	62,650.00
Dawson	2,285	1,403	13	25	.....	2	40	60	11	70,252.00
Deer Lodge	4,689	4,817	8	3	.....	7	18	193	.....	204,725.00
Fergus	4,753	4,224	32	30	.....	2	64	107	8	87,560.00
Flathead	5,028	3,642	12	46	.....	4	62	105	7	104,375.00
Gallatin	3,862	3,008	3	49	1	3	56	117	1	181,150.00
Granite	1,779	1,235	4	10	.....	1	15	16	.....	30,435.00
Jefferson	.....	.....	9	9	.....	3	20	29	.....	30,176.00
Lewis and Clark	6,810	4,121	17	20	2	13	52	80	1	511,099.00
Madison	5,462	4,681	24	23	.....	7	54	74	.....	74,415.00
Meagher	1,775	1,210	9	12	.....	1	22	56	1	18,940.00
Missoula	4,807	2,569	9	37	.....	6	52	82	4	322,465.00
Park	4,032	3,673	21	25	2	3	51	102	5	109,475.00
Powell	1,366	663	11	16	.....	1	28	38	1	3,967.00
Ravalli	2,283	943	3	26	.....	3	22	53	1	78,035.00
Rosebud	4,159	2,419	14	10	.....	3	27	36	4	41,855.00
Sanders	1,125	907	1	19	.....	.....	20	24	.....	24,950.00
Silver Bow	5,643	4,658	4	12	.....	19	35	267	6	1,007,239.00
Sweet Grass	4,304	2,711	17	16	2	1	36	36	1	55,920.00
Teton	1,648	1,086	5	17	1	.....	23	24	.....	26,365.00
Valley	3,652	2,137	2	21	.....	5	28	45	5	120,325.00
Yellowstone	7,578	4,026	2	21	1	9	33	20	3	289,750.00
Totals	98,674	\$75,971	312	619	15	150	1,066	1,958	69	\$4,137,550.00

